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ABSTRACT

This paper presents ideas for creating, replicating, and improving the quality of business-school partnerships. Information is derived from an in-depth case study of the Adopt-A-School program in Memphis, Tennessee, and related data collected from Chicago, New York, Salt Lake City, and Boston. An introduction analyzes negative and positive reactions to increasing school-business collaboration, including the fear that corporate involvement in public education may distort educational goals. The next section outlines partnership formation, with a discussion of necessary conditions for change; describes program features in the five cities studies; cites the mutual benefits achieved by a particular school and corporation; and discusses other related issues. A management model is presented for beginning partnerships and the three complementary themes characteristic of successful partnerships are discussed. (These themes are personal involvement of top level executives, networking, and systematic management.) Boston's public-private partnership, the "Boston Compact," is detailed at length. Two concluding sections examine employment policy implications and directions for further study. An appendix lists interviews conducted in the course of preparing this report. (KH)

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Research Report

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BECOMING PARTNERS:

HOW SCHOOLS AND COMPANIES

MEET MUTUAL NEEDS

by

Richard A. Lacey

Fall 1983 RR-83-33

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Dr. Richard A. Lacey is a freelance writer and consultant who specializies in education and employment issues. Opinions expressed are those of the author and do not necessarily reflect the views of the National Commission for Employment Policy or its staff. Research Reports are often part of continuing work and are distributed to facilitate review and comment.

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EXECUTIVE SUMMARY

Diverse leaders in business, industry, public schools and school systems, and various non-profit organizations are expressing interest in creating, replicating and improving the quality of public-private "partnerships." The National Commission on Excellence in Education, the Twentieth Century Fund and the Task Force on Education for Economic Growth (a project of the Education Commission of the States) and High School, by Ernest Boyer for the Carnegie Foundation for the Advancement of Teaching -- all recommend business-school partnerships as a strategic component of comprehensive long-range school improvement efforts. A few school-business partnership models have thrived for several years, but signs have recently appeared to indicate that more than a handful of companies that have been linked with public schools for a few years are disillusioned with what one observer calls "dry rot" -- problems that seem intractable because of institutional resistance to change. Corporate and public sector decision makers who are considering the serious step of becoming partners should understand the critical elements for creating and sustaining cooperative relationships.

My thesis is that the sustained vitality of a partnership reflects the quality of trust developed at all levels of the collaborating organizations. Business people have the reputation of having little patience with process. Yet the key to successful partnerships is development of strong mutual commitments to long-term collaboration. Such "product" goals as improved achievement in basic academic skills or increased employability of youth depend on a relationship of trust to resolve difficult long-term problems.

Successful partnerships are characterized by three complementary themes:

(1) Personal Involvement: Ongoing visible and personal commitment from top level corporate executives can determine how well a partnership matures. The quality of personal working relationships at all levels of schools and companies determines how well the partnership achieves its goals over time.

(2) Networking: In a climate of effective communication, commitments to partnerships develop rather than level off or decline over time. At the level of the individual school building, teachers, school administrators, and company employees learn each other's languages and ways. When several schools and companies form partnerships, exchanges of ideas and bartering of resources become possible. When collaboration occurs throughout a metropolitan area, informal as well as official exchanges of views among corporate executives and public sector leaders suggest possibilities for strategic approaches to problems such as youth unemployment and improvement of public confidence in and support of local schools.

(3) Systematic management of program planning and start-up: Methods required to stimulate and maintain active involvement of company volunteers and seasoned school personnel in joint projects require a framework for sound management.

Good Partnerships Get People Involved

Several models of partnerships have emerged — most of them small and scattered around the country. The manageable size of most of these programs is one of the keys to their success.

Another key reflects a characteristic of successful school

improvement efforts identified in research literature -- that is, the programs are designed, managed and modified at the local level, by people close to the individual schools -- often directly by school staff in cooperation with designated counterparts in companies. Large-scale replications are rare, and those that are attempted, such as Adopt-A-School, must be adapted to local circumstances.

Projects that expand prematurely can become stretched thin and vulnerable. When management is incoherent and overextended, poor communication erodes enthusiasm and ability to retain volunteers through follow-up, personal recognition and refinement of program elements. As top managers lose interest, the program expires.

A major and justified concern among large district program managers is that pressure for evidence that partnerships exist system-wide combined with inadequate managerial resources will lead to mediocrity of programs, decline in interest and support, and the ultimate verdict that partnerships were the fad of the early eighties.

Characteristics of early stages of education partnerships that successfully address mutual needs and resources are:

(1) Active and visible support of top leaders on both sides of the school-business equation;

(2) Managers who are able to communicate equally well in the two contrasting "cultures" of private business and public schools--cultures with different languages, traditions, values and ways of working.

(3) Emphasis upon contributions of human resources rather than financial and material resources.

Companies that merely contribute money lose interest, yet when partnerships concentrate on building strong personal relationships,

the enthusiasm generated within companies often leads to major contributions of material resources.

A corporate budget is necessary to support various activities and in-kind contributions, especially the time of a corporate program coordinator, which can easily amount to 7-10 percent of a full-time job in a small program involving a handful of employee or retiree tutors. As enthusiasm mounts, so can in-kind costs -- especially if managers (to provide role models for minority youngsters, for example) are released. Provision for expansion should be planned.

School-business partnerships formed to improve the employability of non-college-bound, minority and disadvantaged youth are best created through activities that foster informal communication throughout the network of people who can move and shake the employment system.

Program Features in Five Cities

In July, 1983 I conducted an in-depth case study of interviews and seminars involving major business and school leaders in Memphis, Tennessee. I had judged the Memphis Adopt-A-School program to be the most energetic and illuminating program among 55 tested school-business partnership efforts that I reviewed in 1982 with Henrietta Schilit (editor-publisher of You & Youth newsletter). The program emphasizes personal involvement of company employees in neighboring schools with the expressed purpose of improving public perception and support of the schools. Leaders in business, local government and the schools tend to agree that the Adopt-A-School program was in large part responsible for the recent overwhelming approval of a sales tax increase, 50 percent of whose revenues will support the schools, and

for a marked increase in the number of white and middle class students returning to the public schools.

I compared and contrasted information from interviews and materials in Memphis with related information in Chicago, New York City, Salt Lake City, and Boston about the early stages of program development. School-business partnerships in these four cities in relation to Memphis are sufficiently varied in scale, purpose, type, quality and maturity to present a broad cross section of urban school-business partnerships. However, I also drew upon salient examples of critical elements and themes of early program development in other cities.

Prominent features of programs in each of these cities are:

1. Chicago: There is a long history of business involvement in the public schools, especially through Chicago United, a non-profit organization that links schools and business, and the Executive Service Corps, a group of private sector volunteers. Upon becoming General Superintendent of Schools, Dr. Ruth Love cited the development of school-business partnerships as a priority of her administration. The theme of the Chicago program is mastery of basic academic skills. Dr. Love's promotion of Adopt-A-School thoughout the business community has extended her successes in developing the original model when she was Superintendent in Oakland, CA. Despite evidence of problems of rapid expansion, limited staffing and mixed informal views of the quality of programs, a recent evaluation by Chicago United was positive. One reason for the perceived success of the Chicago program is that well established school-business partnerships have agreed to call themselves "adoptions."

2. New York City: The business community has collaborated with the New York City Public Schools since 1915. Last year, co-op students earned over $25 million in part-time jobs with over 3,000 employers. A variety of nationally significant school-business partnership models have emerged in recent years: notably, the Partners for the Advancement of Electronics program at George Westinghouse Vocational-Technical High School, the Murry Bergtraum High School for Business Careers, and a three-year work-study curriculum model developed by Citibank. The most recent development, called "Join-A-School," began as an inspiration at the tail end of Chancellor Frank Macchiarola's administration and underwent rapid changes in focus and design before Mr. Macchiarola became president of the New York City Partnership, an organization of major corporate and civic leaders. The program is undergoing further changes during the transition of chief school administrators and will evidently focus like Chicago on improvement of basic academic skills.

3. Salt Lake City: The Adopt-A-School program reflects a strong tradition of community voluntarism in support of the schools. Although the city is unique, its schools display characteristic problems of urban school systems. The contributions to the schools on the part of corporate volunteers and the excellent system of management and of district level coordination offer important lessons for program planners and managers.

4. Boston: The Boston Compact is an outstanding instance of how an extremely promising collaborative model can emerge despite

unpromising conditions: a leaderless, notoriously politicized public school system, a frustrated business community, an ineffective non-profit organization formed in 1974 to encourage school-business-university partnerships, enormous losses in federal funds from the city's employment and training agency, and a Private Industry Council which, while potentially outstanding, was still in its infancy. The story of how each of these basic institutions strengthened and how the metropolitan business community and the historically insular public school system have struck a bargain demonstrates the potential impact of partnerships.

Systematic Management of Program Creation

I analyzed this information within the framework developed by the National School Volunteers Program (NSVP) for systematic management of corporate school volunteer programs. The NSVP framework has been tested and refined in cities throughout the country and is used to train newly-appointed corporate school-business program coordinators. The sequence of stages in the creation and management of effective programs is as follows:

1. Development of awareness;
2. Needs assessment;
3. Setting program goals;
4. Defining objectives;
5. Identifying potential resources;
6. Designing the program;
7. Implementing the program: recruitment, orientation, training, assignment, retention and recognition;
8. Evaluation.

This investigation of factors affecting the early development of related school-business programs revealed several features within the NSVP framework. Ten examples follow:

o Corporate coordinators typically underestimate demands that a good partnership makes on employees' time and energy. Inexperienced coordinators should participate in "sharing and learning" sessions with experienced people in other companies. They should also make certain that their responsibilities and allotment of time are defined in writing.

o When approaching top level managers to enlist companies in a program, the director should be accompanied by someone whose judgment the chief executive officer trusts, such as another CEO.

o Ceremonies are extremely important for strengthening mutual commitments at various stages of program development.

o In selecting potential partners, company-school proximity is often more important than matched needs and resources because it enables school and company people to get to know and appreciate each other.

o Planners should avoid predicting what form their joint projects will take. They should provide sufficient time to discover and explore many possible matches among talents, interests and areas of expertise available in the school community. A frequent comment: "When we started, we didn't imagine we'd be doing this project."

o Non-profit civic groups can monitor and assist partnerships during early program development. The Junior League (Memphis) and the Executive Service Corps (Chicago) complement limited staff as programs expand.

o Excellent partnerships can be formed between schools and non-profit organizations and corporations, such as hospitals and mental health centers.

o It is equally important for company managers and school officials to recognize the contributions of corporate volunteers formally.

o Educators and business people have a hard time understanding one another at first. Trust develops gradually through regular and non-threatening activities together. Activities involving redefinitions of traditional roles, responsibilities and "turf" should be planned when trust level is high.

o A major change in circumstances alters the terms of the partnership -- e.g., new top leadership or major layoffs.

Recommendations for Policymaking

Recommendations for public policymaking to address problems of youth employment draw upon lessons from the Youth Employment and Demonstrations Project Act, recent studies of public-private partnerships and policy trends evident from numerous prescriptive reports about the state of public education nationally and its long-

range social and economic implications. Incentives and regulations in governmental policy should be designed to foster public-private partnerships without constraints of specific initial requirements for training, education and placement. Such matters should be determined locally, at the level of joint school-business planning.

2. Key elements of program success -- personal involvement at all levels, networking and systematic planning and management -- should be explicitly encouraged in policy through recognition of characteristic conditions whereby good programs can be developed and managed well.

3. Major lessons to be heeded include:

o Designing youth employment programs around developmental concepts of employability.

o Recognition that many young people require support services in order to progress steadily toward employability.

o Work experience programs that emphasize learning can teach and reinforce essential job-related academic skills and can motivate youth to master such skills in typical classroom settings.

o Effective and durable programs start small and expand gradually, if at all -- only after the bugs have been worked out.

o Local chambers of commerce and othe business associations effectively mobilize city-wide resources in collaboration with school system leaders whom they trust. Private Industry Councils, for instance, have provided staff to support and coordinate program planning and implementation.

o Employers must be involved in identifying specific aptitudes and skills to match youth to jobs or training. Careful screening is prerequisite to most programs that are successful for schools and companies.

o Strong commitment from all organizations, particularly employers, is necessary.

o Staff must be competent, qualified and dedicated.

o Strong leadership from key actors involved in the initiation and implementation of the project is required.

Five recommendations for further investigation of school-business partnerships and governmental initiatives to encourage their development follow:

1. Additional studies of the processes for developing successful partenrships, including political, social economic and other factors.

2. Tracking established and developing business-school partnerships over the next few years to focus on elements of longevity.

3. Intensive analysis of educational processes identified in varied educational and manpower development programs related to employment aims of business-school partnerships and synthesis into forms that local educators and business representatives can understand and apply in creating and managing programs.

4. Encouraging the collaborative design of local programs that would translate Mr. Owen Butler's recent recommendation at a meeting of the Committee on Economic Development that the corporate community find ways to "help teachers."

5. Developing and strengthening local and regional networking mechanisms for technical assistance in helping embryonic partnerships mature.

INTRODUCTION

A "Revolution" in Hard Times

Corporate, civic and educational leaders around the country have become visibly willing to join what one of the major newsweeklies in education labeled "the growing trend toward school-business partnerships." This newsworthy upsurge in activity reflects concern, particularly in cities, about the short and long-term economic consequences of continued decline in the quality of education in local public schools at all levels. The Council for Basic Education stated: "The plain truth is that hard times have driven business and the schools into each other's arms."

Despite impressions that these arrangements represent unprecedented responses to dramatic federal budget cuts since 1980, a number of effective business-education programs have operated in public school systems for well over a decade. Work-study programs have existed in New York City since 1915; the Regional Occupational Program of the Los Angeles Unified School District, which covers the most extensive territory (710 square miles) in any urban school-business partnership arrangement, has operated for over 15 years; and the St. Louis public schools have conducted an all-day, on-site work-study program for high school seniors and their teachers using business locations as "corporate classrooms" for 13 years.

A theme running through recent speeches and articles and meetings among corporate executives is that the urban corporate community is seriously afraid that unless they take some initiatives, current patterns of social and economic decline will persist to the point of crisis. Such reports as the alarming (and alarmist) assessment in

March, 1983 by the National Commission on Excellence in Education, A Nation At Risk, sound a common refrain. One message is that unless concerted initiatives are taken, eventually anyone visiting an American city will discover that (as Gertrude Stein remarked about Oakland) "when you get there, there isn't any there, there!"

Mr. Cornell C. Maier, Chairman and CEO of Kaiser Aluminum and Chemical Corporation in Oakland apparently takes that notion very seriously — perhaps even literally. The Kaiser Corporation's "Success on the Move" program and "adoption" of Oakland High School are exemplary models of partnerships that have improved over time; the corporation has invested nearly $1 million in the programs. In February, 1983 Mr. Maier told The College Board that "our country's survival as a land of freedom, opportunity and prosperity is at stake" and called for a "New American Revolution" in which business will help to solve problems of unemployment and education through "creative partnerships." He claims that educators acting alone cannot solve the problem; neither can business. "But together, by involving every aspect of our joint resources, we can change the course of what is happening..."

The National Task Force on Education for Economic Growth, a group of 41 governors, corporate leaders and others convened by the Education Commission of the States, in its report Action for Excellence (1983) echoed the National Commission on Excellence in Education in calling for higher standards and more effective "partnerships" between industry and the public schools. High School, the report by Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, also recommends partnership development as a device to enlist a wider constituency in long-range efforts to

improve the quality of schools.

Companies complain that they are spending enormous sums on retraining that the schools should have handled in the first place. (A commonly-cited but highly questionable figure is $30 billion spent annually on training; other estimates vary as low as $2 billion.) Mr. Maier, commenting on the need to improve academic skills of college-bound students, noted a decline in abilities of new employees coming from college or high school: "The lack of such basic skills as reading, writing, mathematics, science, and even simple reasoning is often shocking." Mr. J. Richard Munro, president of Time, Inc., and chairman of the education committee of the New York City Partnership, a group of New York City corporate and civic leaders, repeated the conventional wisdom: "The bottom line is productivity, and you can't have this if workers can't even understand basic instructions."

Are School-Business Interests Mutual?

At the close of his speech calling for revolution in values and attitudes, Mr. Maier says that "Our future is in our hands. Together we can restore the American Dream. We can pass the legacy of freedom and opportunity to future generations. It is up to each one of us! ...You can. Do you? Will you?"

Many CEOs would reply, "Are you serious?"

In his May, 1982 report to the Carnegie Corporation on "Corporations and Public Education in the Cities," Michael Timpane concluded:

> The stage seems to be set for a rather clear-cut decision across the business community regarding whether or not to launch more intensive political and civic efforts to improve public education, especially in the large cities...[but] corporations are reluctant to make commitments of greater resources (financial or human) or promises of future obligations to provide jobs, and they fear that more overt and vigorous political activity will backfire against corporate interests (p.47).

Timpane suggests that many educators are also hesitant, suspicious and cynical and that educational and corporate leaders alike "need more experience or training before they explore the full potential of shared interests." The great difficulty, he says, is defining "mutual self-interest." He is skeptical about much of the rhetoric of the sort that Mr. Maier and Mr. Munro use, no doubt in all sincerity. Until it is unequivocally demonstrated that the public schools are absolutely essential to corporate health in cities, CEOs in general will not join Mr. Maier's "New American Revolution." Mr. Timpane states that by and large "the array of corporate activities suggests the limited and mixed motives for corporate interest. They in fact carry out existing corporate objectives reasonably well (p. 50)." If corporations are merely suffering through a difficult transition to "technological solutions or new business locations that will reduce their dependence, once and for all, on the entry level skills of the public school students of our cities. . . there is no compelling reason to predict any change in the drift of present corporate policies of benign yet marginal concern (p. 48)."

Ernest Boyer, whose report <u>High School</u> stresses advantages of corporate connections with schools, has cautioned that if corporations fail to understand that their mission differs from that of the schools, problems can arise:

> In one city, for example, an advertising firm adopted a school. The entire curriculum was built around the advertising industry. The school did not become an appendage of the company, but it was on a very slipper slope because its focus was starting to center on a very limited agenda. In time, English literature or medieval history could get sloughed off because it did not fit into the container called "the advertising school." If an industry wants to use a school in this narrow sense to advance its ends, then we will have an unholy alliance. That danger must be guarded gainst at all costs (interview in U.S. News & World Report, September 20, 1983, p. 66).

The business community is naturally concerned about the productivity of the labor force. For the short term, corporations are willing to invest in a number of promising methods of insuring an improved local labor pool for emerging entry level jobs. For the long-term, business leaders seek motivated, competent future workers at all levels of their organizations. The Council for Basic Education, expressing the long-range concern of the educational community, is not wholly convinced that crucial educational aims will not be lost among the current negotiations among school and business leaders: " We are not arguing against school-business partnerships. We are arguing for basic education, and contend that the best deal the schools and business can make is one that assures students the real thing, whatever else it may promise in the way of training and employment."

The danger that corporate involvement in public education may distort educational goals is a legitimate concern. In a May 1, 1983 column George F. Will wrote:

> American education has rarely been accused of being insufficiently utilitarian. Indeed, it sometimes has seemed to reflect the belief that in order to produce good citizens, education must merely produce persons competent to participate in the economy.
>
> Certainly we want lots of American engineers who can run rings around the competition in whatever high-tech tomorrow is coming at us. But even more than we need persons conversant with new technologies, we need a citzenry acquainted with the patrimony of our civilization.

Many corporate leaders would agree, hastening to stress that the "production" of a liberally educated citizenry is not the responsibility of business and and industry. On the other hand, many educators believe that corporate self-interest is invariably narrow and that current activities are probably expedient and short-lived. Do corporate leaders believe, after all, that the presence of well-educated people at every corporate level will significantly enhance profits and productivity? What evidence is cogent enough to impel CEOs collectively to mount a major campaign to invest substantially in public education? Even those like Mr. Maier or business representatives on national panels who speak of the schools and nation in crisis hasten to add remarks like the following, from Mr. William Woodside, Chairman of American Can Company, which "joined" Martin Luther King High School in New York City:

> I am not suggesting that the private sector should bear more of the financial responsibility than it now does for the future of our public school systems -- this is a responsibility shared by us all. But corporations can help -- within the practical constraints of time and money -- in new and creative ways . . .
>
> Can a modest amount of corporate voluntarism, involvement and support help propel the faculty and student body of a public school to higher levels of accomplishment? We think so. . . We cannot prove success overnight, nor is it our intention to try. Our commitment to this process is long-term.
>
> . . . We did not enter Join-A-School to substitute corporate funds for public funds. It would be a mistake to misinterpret the benefits of this . . . concept in such a way as to justify reductions in government support for public education. I am opposed to cutbacks in public education funding. Support of our system of public education remains a key responsibility of government . . . which must be fulfilled [January 1983 speech].

FORMING PARTNERSHIPS

Conditions for Long-Term Change

A central question underlying the premises of school-business partnerships is the extent to which corporate involvement can

influence positive changes in the schools. The history of well-intentioned innovation in public education is enough to sober the most enthusiastic advocate of partnerships. Anyone familiar with the decades of research and evaluation about educational programs and technologies realizes that no improvement in the quality of schools will occur unless the people in individual schools and the people in the school community join forces within certain crucial conditions:

1. Clear consensus about what they want to accomplish;

2. Control over resources needed to achieve their aims;

3. Access to stimulating experiences and ideas related to their aims;

4. Help from colleagues and other members of the school community;

5. Regular opportunities over time to work on the required tasks;

6. Enough freedom from bureaucratic constraints to feel that their investments of time and energy are worth while;

7. A climate of security and support from the school community.

Conditions for Building Partnerships

The promise of infusion of new resources from the private sector — human or financial — to improve the quality and public perceptions of schools will not be realized unless these conditions are present. Fortunately, some school-business partnerships actually foster these conditions -- particularly Adopt-A-School programs that are well-planned and systematically managed:

1. Sound planning and systematic management result in clear consensus about goals and objectives.

2. In collaboration with company people, school personnel are

able to exert control over resources at the level of the individual school building.

3. Through regular and varied exposure to corporate people, public school educators, who are typically isolated from the private sector, receive stimulating experiences and encounter fresh ideas.

4. Corporate volunteers provide direct assistance to teachers and free school people to help one another.

5. A good formal partnership contract provides regular opportunities for collaborative work on tasks required to achieve specified goals and objectives.

6. Systematic management emphasizes ways to keep corporate and school people motivated through intrinsically rewarding activities.

7. An effective school-business partnership stimulates interest, concern and support from the school community.

One of the reasons that the speeches by Mr. Maier and Mr. Woodside are especially noteworthy is that they have made personal commitments on behalf of their corporations to support the one exception that Mr. Timpane notes in the pattern of marginal corporate involvement in public education -- namely, Adopt-A-School programs. These are the only efforts that seem to be growing much. He states that Adopt-A-School programs lack analyses of components of reputedly successful programs in various locales and that there are "no good evaluative data describing specific effect -- on student, school, community, or labor market -- let alone detailed studies linking such effects to particular program features or contexts (p. 55)." He adds that the need to identify good practice in Adopt-A-School programs is especially great because while they "have considerable promise for

bringing everyday corporate and community involvement in the schools to new levels of effectiveness and understanding," they must be more consistent. A system of dissemination is also needed; above all, "It is time to move beyond the universal: 'Go see how they do it in Dallas.'"

Program Features in Five Cities

I did not visit Dallas. Instead, I concentrated on programs in four cities -- Memphis, New York City, Chicago and Salt Lake City. I conducted a week-long exhaustive case study of the process of partnership development in Memphis. I had identified the Memphis Adopt-A-School program as the most potentially illuminating among 55 school-business partnerships whose characteristics Henrietta Schilit and I analyzed in our planning manual entitled The Private Sector Youth Connection: Vol. I: School To Work.

In addition, the Boston Compact represents an extraordinarily promising and so far unique collaboration that deserves a separate analysis in light of the common themes of successful Adopt-A-School programs.

I also note thematic program elements in Oakland, Seattle and Los Angeles. I selected school-business partnerships that, all told, are sufficiently varied in scale, purpose, type, quality and maturity to present a national cross section of urban school-business partnerships.

Prominent features of programs in the five major cities follow:

1. Memphis: Throughout the past decade, since the advent of forced bussing and white flight to private schools (30,000 in five years), the Memphis business community, the City Council (which

approves the schools budget) and the general voting public remained aloof from the public schools and consistently disparaged them. In 1979, the Rotary Club initiated a study of the schools to determine if in fact they were as bad as people claimed. The outcome was mixed reviews, and when a new superintendent, Dr. W. W. Herenton, a black administrator from within the school system, delivered on his promise to streamline management and emphasize competence, the business community supported him.

The Adopt-A-School program began in 1979 and is currently co-sponsored by the Junior League of Memphis and the National Council of Jewish Women in association with the Memphis Schools and the Memphis Volunteer Center. The program was created to stimulate community-wide interest and involvement in local schools, and to restore public concern and support for them: "to see the schools in a new light."

Business and school leaders agree that the program has earned a substantial share of the credit for creating a climate in which business joined a campaign resulting in overwhelming passage of a Memphis city sales tax increase, 50 percent of which will flow to the schools. When the proposition was first submitted to the voters in October, 1982 it failed because Shelby County voters opposed it. However, in response to an appeal by officials and influential Memphis community and business leaders, the election board decided that it was unfair for the Shelby County voters to determine the sales tax for the City of Memphis, especially when the revenues would be used to fund the public schools which people in the county had fled in the first place. The issue was resubmitted to Memphis voters <u>one month later</u> — in November, 1982 — and passed overwhelmingly.

Not only is the vote unprecedented; most city residents agree

that six years ago such an outcome would not have been remotely possible. In addition, white middle class families are returning their children to the public school system, partly in response to a "marketing" effort that complements Adopt-A-School in team projects design to improve the quality and local reputation of selected elementary, junior high and high schools. This project, funded by the Ford Foundation and the U.S. Department of Education, combines systematic planning for improving school climate and marketing expertise contributed by Shearing Plough consumer operations, Holiday Inns and local agencies. Eight schools participated in the first year of the project. One common goal for each school was to attract a minimum of 30 students "not presently enrolled in the Memphis City School System." They exceeded their goal by recruiting a total of 678 students.

The common explanation among school and business people of these dramatic changes is that Adopt-A-School has helped reshape community perceptions of the schools by involving employees of numerous companiess throughout the area extensively as volunteers. There is hardly a block in Memphis where someone working in a company is not positively aware of or actively involved in an adoption.

2. Chicago: The business community has long been involved in the joint projects with the public schools, especially through Chicago United, a non-profit organization that helps develop school-business partnerships. When Dr. Ruth Love became Superintendent of Schools, she naturally promoted Adopt-A-School thoughout the business community, since she is widely credited for inventing the concept when she was Superintendent in Oakland. The theme of the Chicago program is mastery

of basic academic skills by community involvement in the teaching process. The premise is that "giving students opportunities to see how basic skills are applied in business will motivate them to try harder to succeed in school." Furthermore, "this involvement would permit the community to gain insights into the workings of their schools." Although the superintendent emphasized this theme, only 57 percent of the programs focused on basic skills. This result is consistent with the pattern of partnerships elsewhere, which succeed when the people closest to the action at the school building and company employee level determine the focus and content of activities.

Despite problems of rapid expansion, limited staffing and a perception among some schools that the emphasis is upon quantity rather than quality of programs, a recent evaluation co-sponsored by Chicago United awarded the program fairly high marks. One factor in the perceived success of the Chicago program is that well-established and successful school-business partnerships have strengthened the foundation of an understaffed, overextended and possibly over-ambitious program by agreeing to call themselves "adoptions."

Another factor is that the Executive Service Corps, a non-profit organization of private sector volunteers, has stabilized early program development by observing and offering consultative assistance to local school program planners.

Yet another factor may be that agreements are made for only one year — a different requirement from the one in Oakland, which requires a minimum of three years for a contract. One explanation offered is that potential partners need to have a way to dissolve the agreement with minimal damage; one-year commitments do not involve the level of corporate commitment that long-range agreements require. The

Adopt-A-School office has commitments from 68 of the original 73 adopters to return, and 96 percent of the schools wish to continue or expand their programs.

Significantly, the adopters included universities, hospitals and medical centers, community and local business associations, a city agency, a youth foundation -- even individuals.

All of the unsuccessful programs were in high schools and were usually directed only toward career exploration. According to the formal evaluation, the principals in these schools played a weak leadership role. Communication was perfunctory; nothing was done to address problems that surfaced or developed during planning. The heart of the difficulty was expressed as "differing expectations between the school and the business." Major problems included: (1) The school did not invest time and energy to make the program work. (2) The business encountered severe financial problems. (3) A business representative who taught classes encountered behavior and attendance problems because he presented material that was too difficult for the students. (4) Two programs placed students in classes without orienting them. (5) Programs that had been planned entirely by the adoptor experienced problems.

3. New York City: The business community has collaborated with the New York City Public Schools since 1915, when co-op education began in this country. Last year, co-op students earned over $25 million in part time jobs with over 3,000 employers. New York City has developed various school-business partnership models in recent years. The Partners for the Advancement of Electronics program at George Westinghouse Vocational-Technical High School, developed with

government funds through Youthwork, Inc., and assisted by the New York City Private Industry Council, brought local business people in the electrical-electronics industry together with teachers in one school to refine the curriculum, upgrade equipment and develop work-study programs in local small and medium-sized companies. The Murry Bergtraum High School for Business Careers was planned and developed through collaboration among the lower Manhattan financial community and teams of educators from the Board of Education. And two years before American Can Company "joined" Martin Luther King High School, a team of employees at Citibank developed a program at the school that motivates youngsters by combining early work experience and exposure to banking careers, development of marketable skills and guidance toward a job upon graduation. The most recent development, called "Join-A-School," began as an inspiration at the tail end of Chancellor Frank Macchiarola's administration and underwent rapid changes in focus and design before Mr. Macchiarola became president of The New York City Partnership, an organization of major corporate and civic leaders. The program is undergoing further changes during the transition of chief school administrators and will evidently focus like Chicago on improvement of basic academic skills.

4. Salt Lake City: The Adopt-A-School program reflects a strong tradition of community voluntarism in support of the schools. It would be difficult to find a city of substantial size that is more different from New York and Chicago, Boston or Memphis than Salt Lake City, yet some of its schools display characteristic problems of "typical" urban school systems. The contributions to the schools on the part of corporate volunteers and the excellent system of management and of

district level coordination offer good illustrations of important lessons for program planners and managers in any setting.

The school district coordinator of Adopt-A-School, Mrs. Gene Barry, is vice president of the National School Volunteers Program (NSVP). She emphasizes that the NSVP design of systematic management of corporate school volunteers tested in Salt Lake City has been applied successfully in schools across the country. The Salt Lake City program focuses on ways that individuals and groups of volunteers can help teachers to address specific needs of children through tutoring, exposure to varied role models, career awareness activities -- and concentrates on building trust between school and business people through networking, use of enthusiastic seasoned volunteers as recruiters, and strong management by corporate and school coordinators.

5. Boston: The Boston Compact is an outstanding example of how an extremely promising collaborative model — still in its developmental stage — emerged despite the most unpromising conditions: a leaderless, notorious public school system with a minimal constituency, a frustrated business community, an ineffective non-profit organization formed in 1974 to encourage school-business-university partnerships, enormous losses in federal funds from the city's employment and training agency, and a Private Industry Council which had not fully developed its capacity as an intermediary between the public and private sector. The story of how each of these basic institutions strengthened, and how the business community and the schools have struck a bargain proves that the potential impact of effective partnerships may be enormous.

Seizing Opportunity -- Not Opportunism

Partly because of published stories of abuses in a few school-business programs, some educators wonder if the ulterior motive of prospective business partners is to control school policy and curriculum content. Close examination of well-managed partnerships proves that this fear is groundless. Successful partnerships depend upon excitement and effective communication around mutually agreed aims. A mistrustful relationship will not survive. Difficulty arises when trouble spots are not recognized until the participants reach a crisis. This occurs when the program expands too rapidly for adequate monitoring and mediation. Therefore, when partnerships are encouraged throughout a school system, it is essential to provide enough people to monitor programs -- marriage counselors as well as marriage brokers.

Can school-business partnerships foster conditions required to address the pervasive malaise described by the National Commission on Excellence in Education? There is a growing belief that the corporate community may be reaching collective agreement to assist the public schools in meeting the enormous challenges facing them, yet without attempting to make excessive commitments, such as to "fill the gap" of governmental budget cuts.

And there are bits of evidence to support this impression, if not that conclusion. The Business Roundtable and the Committee for Economic Development have committed themselves to defining issues and opportunities for business involvement in public education. The insurance industry, whose assets total over $500 billion, renewed its industry-wide commitment -- the first in the country -- to addressing problems of structural unemployment among the hard-to-employ,

particularly minority youth, through the Center for Corporate Public Involvement.

Although investments by the industry in social programs had totalled nearly $2 billion in 1980, th. theme of the commitment is personal involvement among the industry's million employees. In delivering an industry-wide pledge to President Reagan, Walter B. Gerken, chairman of Pacific Mutual Life, emphasized "tapping the vast potential that exists among our agents and employees, whatever their level in the corporations. . . "

The American Council of Life Insurance surveyed insurance companies nationally to ascertain the type and level of activities involving public schools. The Council contracted with the St. Louis public schools to produce a manual on company-school collaboration, which was distributed to all member companies in its October, 1983 national conference. A kit included the manual and a resource directory of specific activities being conducted in area school districts and names of company coordinators. The package is designed to encourage and strengthen networking throughout the industry. Dr. Eve Katz, who directed the project for the Council, says that the Council decided not to advocate any program priorities, such as training in basic academic or specific occupational skills. Instead, "we hope the information and the opportunity to exchange ideas and get specific suggestions from colleagues in the industry will inspire people to decide to get started on something."

Yet the enlistment of CEOs remains a dilemma, even in this industry. Dr. Katz is puzzled by a basic dilemma: why does one CEO care about getting involved, while another does not? What is it in their personalities or backgrounds that makes one person give a damn,

and another not? How can we identify and enlist more of the former types?

Mr. Woodside, the CEO of American Can Company and a graduate of public schools, believes that his is the last generation of CEOs who are predominantly public school graduates. The capacity for personal sympathy for the public schools and appreciation of their strengths and value to American society may dwindle in the next decade. Therefore if CEOs do not personally become involved now in directing corporate attention and resources toward the support and improvement of public education now, the opportunity to command attention among top corporate decision makers -- regardless of crises -- may vanish.

The theme of these opportunities -- which continues to be examined superficially -- is to combine corporate social responsibility with enlightened self-interest. This self-interest is frequently (but simplistically) characterized as investment in human capital for economic growth, improved corporate image in the community, reduction in costs of entry level turnover, remediation and vocational training inadequately conducted in schools. It is therefore not surprising to find that corporations often invest in supporting a school's efforts to instill behavior that corresponds to desirable work habits -- regular attendance, punctuality, good grooming, obedience, and minimal competence in essential skills such as reading and computation.

"You can observe a lot just by watching." (Yogi Berra)

A common joint school-business project is for a company to provide incentives to motivate youngsters to stay in school and attend classes. Manhattan's Martin Luther King High School officials and

American Can Company executives agreed upon a priority of improving attendance, which averaged about 15 percent. The company bought $25,000 worth of T-shirts, jackets, buttons, and other incentives for perfect attendance. That hefty investment might have paid most or all of the costs of a counselor or teacher. While attendance has improved, it is too early to tell whether the approach will have long-term effects — or indeed whether it is even the main reason for improved attendance. The program does illustrate that the business community and the professional educators are joining forces to address the same frustration.

Corporate representatives in school-business partnerships often attempt -- as teachers and parents have from time immemorial — to exhort students to go to school, study hard, and behave so that some day they can get a good job just like the successful "role models" supplied by the company. A common approach is to expose disadvantaged minority youngsters to an obviously affluent, exceptionally well-spoken minority manager who reveals that through hard work, discipline and sacrifice it is possible to break out of poverty. The almost tangible promise of a job at the end of the line makes the powerful connection between school and work.

For the most part, this approach is directed to students who have little or no access to the middle-class networks that steer more affluent children into traditional paths toward economic security. Disadvantaged students and their teachers — many of whom have little knowledge of modern corporations -- learn a great deal by exploring career paths and options. Through direct exposure to complex private sector organizations and close contact with employees (including middle managers and top executives), they see that many who do not

enter college immediately may later enter a post-secondary program to begin, advance or change careers.

In light of the isolation of these youngsters, their families, their friends, their teachers and school administrators from the realities of the corporate world, even these glimpses are highly educational. Well-managed, they increase aspirations by revealing the apparent specific connections between the worlds of school and work. Memphis corporate representatives frequently mentioned that even though they told students nothing that their teachers had not tried to drum into them for years, it was as though they had heard the message for the first time. It mattered that someone from the "real world" was repeating those maxims. Another insight was that for teachers as well as for students, an appreciation of the relevance of school to the "real" world was often enormously exciting.

The Chicago Adopt-A-School program office cites a good example of how students often fail to see the basic connections between the content of school the content of work even when both are identical. Sophomores and juniors were having difficulty performing welding tasks at a company because they claimed that they could not handle fractions on blueprints. When their public school teacher was informed about the students' lack of basic academic skills, he demonstrated on the spot that they had just learned those very tasks in class.

"Oh — you mean <u>that</u> stuff?" Their classroom learning had no meaning out of a "real world" context.

Renee Sherline, director of New York City's Cooperative Education program, is convinced that classroom-based remedial education in basic academic skills is a total waste of time, effort and public funds. She can point to thousands of students who have become highly motivated

and have improved their academic performance far beyond normal expectations because of their supervised work-study experiences. The key, however, is excellent preparation, pre-employment training, appropriate placement, and strong supervision. "We have it down to a science."

Mutual Benefits at Ogilv, & Mather: A Story of Persistence

Ogilvy & Mather, an advertising firm with offices and successful partnerships with high schools in New York City and Chicago, illustrates that some companies can benefit directly in improved productivity and other corporate aims as a result of their commitment. In addition, Ogilvy & Mather has visibly and significantly addressed an industry-wide problem that is also part of the larger social dilemma of minority and youth unemployment. Finally, the experience of this company over the past seven years illustrates the complex issues involved in replicating models -- solid proof of top-level commitment, excellent management, resources and years of mutually rewarding results notwithstanding!

When the company opened a Chicago branch in 1976, its personnel department, which sought minority high school graduates for available positions in graphics jobs, quickly found that local schools lacked resources to train students adequately. Minorities are seriously underrepresented in this industry, and few realize that only a high school diploma is required for entry. Promotion can be rapid, for success in the field depends upon talent and skill, not credentials. Technology in graphics, such as computerized typesetting, changes so rapidly that trained people can compete immediately in the labor market.

When Marcia Cooper, now vice president for personnel, suggested that the company sponsor a work-study program for students at nearby Roberto Clemente High School and curriculum assistance for teachers, the response was simple: "Good idea -- go do it." Several of the first work-study students from Clemente High School are still with the agency. When Dr. Love announced in the 1981-82 school year that "adoptions" would be a priority of the school system, Ogilvy & Mather "adopted" Clemente High School and continued its established work-study program.

During the past seven years, the company has developed a consortium of 15 firms in a Graphics & Communication Industry Advisory Council, which has helped over 300 talented high school graduates, many of them economically disadvantaged minority youth, to obtain jobs in the industry. Council members have improved the curriculum and training of teachers in several Chicago high schools and as a result have been able to hire public school graduates. Most graduates are hired at salaries starting as high as $12,000.

Ms. Cooper emphasizes that the company has benefited greatly because these young people have been very successful. "It's the people connection that matters," she says. Programs like Adopt-A-School succeed when individuals get personally involved and can see the effects when kids and teachers benefit from direct exposure to the industry." Many of the rewards are in personal satisfaction: "I get a real buzz seeing these kids succeed."

Although the agency has expanded the program in Chicago to include Oscar Meyer elementary school, it was extremely difficult to spread the concept to New York City, despite the clear need for a well-designed program. When Ms. Cooper approached the New York City

Board of Education to replicate the successful model and to promote it and related programs with free "knock-your-socks-off" advertising, no one was remotely interested. Her plan stayed in limbo for nearly a year.

"Somehow I just couldn't get through to the right person," she says. "The connection wasn't right."

She finally connected to responsive New York City schools representatives through Dr. Ruth Love's office. She was immediately introduced to Mr. Andrew Grant, who was responsible for assisting the early development of the "Join-A-School" program. The timing was a key factor, for the concept of partnerships between specific individual companies and schools -- the "Join-A-School" program -- had suddenly become a top level priority for the Chancellor. As a result, someone was charged with the responsibility to attend to it. With Mr. Grant's help in brainstorming possible partnerships, Ms. Cooper found a school which closely resembled Roberto Clemente High School. James Monroe High School serves talented students in art and line drawing and feels that it truly needs and appreciates Ogilvy & Mather. As a result, both the school and the company people are excited.

Staying Excited

The most serious problem affecting school-business partnerships is mismanagement, marked by superficial communication. These are the "partnerships" that never progress beyond the stage of Christmas carols -- mechanical arrangements that reinforce skeptics who charge that companies enter these agreements solely to enhance their corporate images. If a partnership merely limps along over time like an imprudent marriage, dissappointed top executives usually decide to

dissolve it as painlessly as possible because it is usually too late to revive the spark. In such cases, as in some boring marriages, the heart of the problem is poor communication and neglect.

One reason that many companies have not formed partnerships is that top managers will not personally endorse half-baked initiatives. Their company will do the job well or not at all. Who can forget those cumbersome programs of the sixties, abetted by federal funds, that were naively conceived to address causes of social unrest? Executives are understandably cautious about agreeing to enterprises whose quality they cannot control. They are most likely to risk a significant commitment to a public school when they have confidence in the managers their companies will be dealing with — the superintendent of schools, the principal of the school, the program director.

Interest in school-business partnerships is increasing where respected business leaders are informally telling their network of peers about personally satisfying successes and are urging them to get involved. Impatient with counter-productive and often inaccurate pessimism about public schools, more than a handful of chief executive officers have been speaking out publicly and demonstrating personal commitment to specific school projects. These corporate leaders are typically interested in meeting challenges to help the most seriously distressed schools to improve — especially schools that serve large percentages of students from low-income families.

Federal Express and Shearing Plough in Memphis chose to "adopt" schools that suffered from terrible reputations in the community.

Mr. James Moore, area manager of Exxon U.S.A.'s Memphis-based southeast region, insisted that his company should "adopt" a school

that clearly needed the resources at his command. Other corporate leaders agree with Mr. Moore that "The most valuable resource that you can give is your time." Mr. Moore has demonstrated this by assuming full personal responsibility for coordinating the company's "adoption" of Mitchell high school. "Not a day goes by that I don't work on it," he says. "There aren't ten kids in that school who don't know me personally."

Mr. Moore is convinced that his personal commitment kindles interest throughout the company as well as in the school. "The key is excitement," he says. "Most of the time people in schools aren't excited at all: teachers, kids, nobody. And I understand why. They've convinced themselves there's nothing to get excited about, nothing to be proud of. So I've got to be personally involved; I've got to show them how to get excited about something by being excited -- really involved -- myself. When kids are excited, teachers are excited, the principal's excited and I'm excited and Exxon people are excited -- that's when more exciting things are bound to happen." Mr. Moore puts a great deal of time and effort into making sure that exciting things happen at Mitchell High School -- he's frequently on the phone with the principal -- because he senses strong competition from other top executives in Memphis who want their program to be the best in the city.

Mr. Moore is not the only executive who presses Mrs. Barbara Russell, the Adopt-A-School Program Director, for a direct answer to the question, "Which program's the best? Who's number one?" Several business leaders feel a personal stake in demonstrating that they can deliver quality in the public as well as the private sector.

Mrs. Russell is a master diplomat who shuttles constantly between

business and school people, constantly translating. "Now, you know there's no answer to that, Jim. Every program is different."

He grins. "Sure, I know that. But admit it — our program with Mitchell High is the best, isn't it?"

Partnership Goals: from Excitement to Employment

Much of the rationale in the business community about the need for partnerships involving business firms and various civic and non-profit organizations focuses on productivity. It is natural to think of a cooperative arrangement involving a high school and a company, especially a large one, and companies often find it difficult to understand exactly how their resources can appropriately match the needs of elementary or intermediate/junior high schools.Some of the more well-known models of joint planning and program development feature methods of exposing high school students to various career paths, acquainting them with the structure of workplaces, encouraging close relationships with adult "mentors" and role models.

There are several persuasive reasons for building programs along these lines; some of the most successful programs have grown around goals of employability, especially for economically and educationally disadvantaged and minority youth.

My investigation of Memphis and comparisons and contrasts of effective characteristic program elements as perceived by key participants, obstacles to planning and effective management, and typical issues and dilemmas to be addressed concluded that:

Programs that generate enthusiastic employee involvement in activities jointly planned and coordinated are more likely to have lasting effects than programs that are narrowly constructed around

aims determined by others.

My second major conclusion is rooted in the premise or strategies for current school improvement efforts in New York City, Memphis, Detroit, and other cities -- namely, that school improvement can best be understood at the building level, where "stakeholders" within each school create their own climate for positive change. In virtually all of the successful partnerships I have encountered, there is clear evidence that the participants from the company, including the chief executive officer, have become "stakeholders" personally committed to the success of the school and its community.

Cultivation of a sense of personal identification with a program -- joint ownership -- among the principal, the chief executive officer, key faculty, students, and coordinators of company volunteers is more important than the apparent substance of a developing program. Company managers and school representatives are assigned the task of developing an appropriate program consistent with the broad top level commitment but generally have no detailed blueprint to follow in planning. I am frequently struck by how often chief executives make substantial commitments on the basis of minimal knowledge about the substance of excellent programs. The managers designated to handle the planning and implementation usually learn about and adapt suggestions from people they know fairly well and respect -- usually local people. They rarely attempt to replicate models validated elsewhere unless top level management takes the lead by participating on a policy board involving other companies and public officials.

Profiting from Non-Profit Partnerships

The benefits of partnerships between schools and non-profit organizations and corporations, such as hospitals, mental health centers, foundations, and churches focuses issues of philosophy and purpose in this field. Memphis' emphasis on personal involvement in school affairs in order to restore public awareness and concern for public schools shifts attention from economic concerns, particularly around goals of youth employment or improved entry level workers in local companies, legitimate and important as such matters are. Indeed, involvement of non-profit organizations in Adopt-A-School promotes employability objectives in a number of growing fields such as health and various services. Involving non-profit organizations not only enlarges the pool of people active in the schools, but counteracts any impression that the main aim of Adopt-A-School is to turn the schools into training institutions geared to short-range labor needs of local business and industry.

Varied examples of non-profit organizations and their equally varied adoptees involved in Memphis' program are:

- o Idlewild Presbyterian Church/Central High
- o Junior League of Memphis, Inc./Idlewild Elementary
- o Lakeside Hospital/Elementary Guidance Counselors
- o League of Women Voters/Springdale Magnet Elementary
- o Lewis Center for Senior Citizens/Douglass Elementary
- o Methodist Hospitals/Dunn and Georgia Avenue Elementary schools; Raleigh Egypt High;
- o Temple Israel-Sisterhood/Visually Limited Center
- o U.S. Army Corps of Engineers, Memphis District/Fairley High

Adopt-A-School Responds to the Self-Interest of Non-Profit Organizations

An instance in Memphis is the Southeast Mental Health Center, whose partner is Goodlett Elementary school. Dr. Leon Lebovitz, director of the center, said that the center had experienced two problems in recent years: it lacked visibility, and its image in the local community area was too often associated with a place for "crazies" rather than as a resource for families and individuals. Although a non-profit community agency, the center's budget depends partly on revenue from payments for services, and those services must be marketed.

The center had a long history of involvement with the school system and was glad to become involved in Adopt-A-School. In the early stage of the adoption, center staff helped school personnel learn to make better judgments about the developmental maturity and needs of individual children, such as visual and motor coordination.

The decision to begin with this activity illustrates sensitive management. The activity is one in which teachers feel fairly confident — most of them are competent good judges of children's behavior, but they welcome opportunities to refine their skills, particularly in early identification of potential difficulties. It also saved time — an immediate benefit to the school.

The center also contributed services of a child development specialist, who developed a program to teach parents how to help their children with difficulties in learning. The center became a resource for guest experts to discuss topics of concern at PTA meetings. This role capitalized on the special skill of the principal, who is an

excellent facilitator of meetings.

The problem of image became apparent to the center when it offered its van to take children on a field trip: children did not want to ride in a bus for crazies. The solution was to help the children become accustomed to the experience through trial runs through the neighborhood and by discussions about the the meaning of mental health and "being crazy."

A Management Model for Beginning Partnerships

The National School Volunteer Program (NSVP) has codified the experience of corporate school volunteer managers into a tested system that corresponds to current patterns of succcessful school-business program development. In consulting and training corporate and school volunteer coordinators across the country, NSVP found two central characteristics of successful and lasting programs:

(1) Strong and visible support from top management;

(2) A systematic, "businesslike" approach to creating and managing partnerships.

My in-depth case study of the Memphis Adopt-A-School Program (which is not affiliated with NSVP) in July, 1983 confirmed that business and school coordinators of adoptions agreed that the NSVP sequence of major stages in program development is accurate. Follow-up investigations of programs in the four other major cities amplified this conclusion and focused several issues and problems that commonly arise in planning and program start-up. The sequence is as follows:

1. Development of awareness: Making decision makers within the corporation, school system and community aware that a program exists or is in the process of being created, that its strength depends on

personal commitment and enthusiastic involvement of volunteers, many of them people who have had little or no experience as school volunteers.

2. Needs Assessment: Identifying mutual needs of company people and school people;

3. Setting Program Goals: Defining a broad statement of purpose upon which the program builds specific objectives;

4. Defining Program Objectives: Specifying measurable outcomes that will determine the focus of evaluation.

5. Identifying potential resources: Building a pool of people and a bank of material resources from which the program can draw tp assist program planning and implementation.

6. Program design: Completing a three-step procedure of (a) analyzing key elements of programs or components that operate successfully elsewhere; (b) identifying administrative procedures; (c) writing role descriptions and specifying areas of responsibility.

7. Program Implementation: A six-step stage including :

(1) Recruitment: enlisting volunteers, including retirees and spouses of employees/retirees for activities;

(2) Orientation: Familiarizing company volunteers with the progam, with the school community which they are joining, and with each other; and acquainting the school with the "ways" of the company;

(3) Training: Short-term, focused, practical and specific instruction for corporate volunteers and for school participants in company-based activities -- for example, safety instructions;

(4) Assignment: Matching the right person to the right activity, based on interviewing, screening and informing applicants about decisions;

(5) Retention: Sustaining motivation among volunteers by cultivating a sense of belonging, and engagement in personally rewarding activities, and of being appreciated and having a significant effect;

(6) Recognition: Publicly acknowledging the value of contributions by all participants in partnership efforts and reinforcing a sense that each individual is appreciated.

8. Evaluation: Collecting and interpreting information to determine effectiveness of the program as a whole and of individual components; determining accomplishments, strengths and weaknesses.

Three Themes Of Successful Program Creation

My three central themes are personal involvement, networking and systematic management of planning and start-up. The following discussion explores these themes separately in light of specific examples in Memphis and The Boston Compact, supported by related illustrations chosen primarily from the "Join-A-School" program beginning New York City and the "Adopt-A-School" programs in Chicago and Salt Lake City.

Personal Involvement

Personal involvement takes many forms. Sometimes it is explicitly the theme of the program. The premise of the Memphis program is that a better understanding and appreciation of the public school system will create a spirit of involvement and concern throughout the community.

Personal energy and visible commitment to a program is sometimes the factor that convinces corporate bystanders to participate. Mr.

Arthur N. Seessel, Jr., a retired businessman who is often called the "spark-plug" of the program, makes initial contacts with corporate leaders to set up appointments for and with Mrs. Barbara Russell, the Program Director, to begin coordinating the many steps required to establish a strong link between a school and a company. The 125-year old family-owned Seessel supermarket chain is probably as much an institution in Memphis as Elvis, and Mr. Seessel's enthusiasm may be just as impossible to ignore. Mr. Seessel's passionate commitment to this effort is a compelling force among business leaders and embodies the intended spirit of the Program.

Similarly, Mr. Peter Dale of Morgan Guaranty Trust in New York City opened doors throughout the banking community for Mr. Ted Small, director of the New York City Private Industry Council.

Frequently the public personal word of the chief executive officer inspires an entire company to participate. Fully 100 percent of Catherine's Stout Shoppe Company in Memphis, a national women's wear chain, is involved in its school adoption, and colorful photos of recent school-business activities crowd a bulletin board outside the president's office.

Mr. Ira Lipman, president of Guardsmark, a security company, is as vigorously active in promoting his school adoption as Mr. Moore is. The focus of many of the company's activities reflects his special personal interest in the arts. Yet a close look at Mr. Jim Moore's coordination of the Exxon-Mitchell High School program shows that the "adoption" reflects his personal convictions. Mr. Moore is an active proponent of current approaches to self-motivation and makes the most of every opportunity to infuse his positive philosophy in teachers, students and the principal.

This pattern is evident in other cities as well. Mr. William Woodside, president of American Can Company, made the graduation speech at Martin Luther King High School in New York City this past spring. The company's annual stockholder's meeting is being held at the school next year, and students will be involved in all aspects of the event, from writing a draft of the annual corporate report to providing the security for the event. Burns security company will train students, who will subsequently be eligible for jobs at that company; American Can Company will pay for the training. The company paid for a team of students and teachers to visit the annual meeting this past year in Minneapolis to begin preparing for next year's event.

Top-Level Personal Commitment to a Program Starts with Personal Trust.

Corporate leaders often decide to get involved in a project because they trust the judgment of those whose experience and insights they trust.

The story of how the New York City Public Schools began the "Join-A-School" program is a classic tale of impromptu and extraordinarily effective planning. Schools Chancellor Frank Macchiarola met Mr. Joseph Califano on the Eastern Airlines shuttle from Washington to New York and they rapidly brought each other up to date on their current activities. Mr. Califano had been writing a report on substance abuse for New York State and was seeking recommendations for how corporations could help address the drug problem in the high schools. What about so-called Adopt-A-School programs?

"Our schools aren't orphans," Mr. Macchiarola decided. "We'll

call it 'Join-A-School.'"

As the plan was presented in Mr. Califano's Report on Drug Abuse and Alcoholism (June, 1982) Join-A-School "draws on concepts proved in other cities, including Memphis, Tennessee; Dallas, and Houston, Texas; and Oakland, California:"

> Each of New York City's 110 high schools would be paired with a corporation or other institution, such as a labor union or foundation, or a group of small neighborhood businesses. The corporation would provide funds, say, $50,000 each school year, to promote health and fitness, to equip intramural programs in sports. . . , to provide prizes for outstanding individual achievement. . . -- incentives that can change the entire ambiance of a school and motivate scores of youngsters. The Join-A-School sponsor would not become involved in curricular or academic decisions...(p. 43)

That plan directly contradicts the focus of the Memphis Adopt-A-School program, which Mr. Califano refers to directly. When I asked business and school leaders involved in the Memphis program about the direct comparison between the New York and Memphis plans, they fiercely opposed the emphasis on money and other material resources. "It misses the whole point," Mr. Arthur Seessel, Jr. said.

In all fairness to Mr. Califano and Mr. Macchiarola, it actually reinforces the point. The driving force behind the Memphis program, after all, is powerful and effective relationships between people. The Join-A-School program emerged from the relationship between Mr. Macchiarola and Mr. Califano, and in turn his relationships with CEOs of major corporations in New York City. During initial meetings between prospective Join-A-School partners, principals and corporate representatives alike scrapped both the concept of prevention of drug abuse as a theme and the requirement of a major financial contribution, especially if small and medium sized companies were expected to participate. Mr. Peter Goldberg, who directs the American

Can Company Foundation and wrote the Califano report, states that neither Mr. Macchiarola nor Mr. Califano thought out the implications or even the major outline. (Perhaps they would have done so on a [redacted] longer than a shuttle.) Rather, they simply trusted each other's instinctive judgment and delegated the details to staff.

The obvious weakness of the sketchy plan was practically irrelevant. What counted was that Mr. Califano personally recruited the corporate heads of Manufacturers Hanover Trust, American Can Company, and Equitable Life Assurance Company to help launch the program with Mr. Macchiarola. Such fundamental matters of theme and substance could be thrashed out in subsequent meetings. If the basic premise of the program -- prevention of drug abuse in schools -- was changed, that was all right. So was a drastic change or even elimination of the price tag. The important thing was that top corporate leaders were involved and that a program would therefore emerge. Mr. Goldberg stresses that without the personal commitment of those corporate leaders -- based on their trust of Mr. Califano and his trust for Mr. Macchiarola -- not even the most brilliantly conceived program, even one with demonstrable results, would have survived the drawing boards. Marcia Cooper's experience proves that he may be right.

The Join-A-School program is building slowly now that a new chancellor, Mr. Anthony Alvarado, is reshaping policy and priorities and is still selecting staff. His choice of Ms. Kathleen Lane, a former middle manager at Xerox Corporation, as his top-level coordinator of school-business partnerships is consistent with the theme of personal involvement: Mr. Alvarado had known Ms. Lane for several years when she became interested in programs that he had

developed when he was superintendent of a local community school district -- that is, someone whom he personally trusted.

While Join-A-School had initially focused on motivation, attendance, after-school clubs and other aspects of morale-building, the program will now concentrate upon ways that corporate involvement to improve mastery of basic academic skills. Since Mr. Macchiarola is now president of the Partnership, it may take awhile before leadership roles are adjusted inside and outside of the public school system and metropolitan corporate community. According to the original plans for Join-A-School, over 100 high schools remain to be "joined." Judging from Mr. Munro's remarks about basic skills and corporate productivity, the Partnership should have no difficulty in endorsing Chancellor Alvarado's new emphasis.

Although Mr. David Rockefeller established the Partnership in 1979 to mobilize corporate and civic resources to improve the quality of life in New York City, the organization lacked full time leadership and any focused programs. It relied primarily upon the reputation of the Economic Development Council and a highly successful and well-publicized effort to develop summer jobs for disadvantaged youth. It has maintained a number of task forces that address persistent problems of the New York City community, such as public education, middle income housing, and youth employment. Perhaps Mr. Macchiarola and Mr. Alvarado can collaborate imaginatively with Mr. Rockefeller and others, such as Mr. Califano and Mr. Woodside, to generate lasting and spirited commitments among the city's top corporate leaders to support public schools.

The story of how Utah Power and Light Company finally became involved in Salt Lake City's Adopt-A-School program again illustrates

the power of communication through informal personal relationships. For years the school district could not elicit more than a perfunctory financial contribution from the company. No attempt to reach the CEO succeeded. One evening, however, the CEO was attending a church supper and began chatting with a friend who was also a school volunteer in the Adopt-A-School program. He became interested, offered to help, and the door was opened.

At the level of the individual school-business partnership, the success of programs typically reflects the quality of relationships among the school and business people involved. The Memphis program repeatedly illustrated how individuals became intensely engaged in schools because projects tapped their personal interests -- pet ideas, hobbies, or simply getting a kick out of working directly with kids. The coordinator of the Delano elementary school adoption by Catherine's Stout Shoppe, became excited about developing a rocketry program with sixth graders and mobilized everyone in the company to take an active role.

Networking.

In the preface to her book on Teachers Centers, Networking on Purpose, (1982) Kathleen Devaney writes:

> "Don't think 'networking.' Think 'Net-working': weaving a net. Like a fisherman knotting strings by hand. Or a spider spinning connections and following those pathways. Making and using nets of connections is as legitimate and vernacular as recommending your dentist to a friend or asking Uncle Si to help you find a job when you're brand new in town.
>
> . . . This simple, useful process . . . has been adapted to try to bring about change in organizations and institutions. The private, haphazard, spontaneous process has become public, organized, on purpose.
>
> . . . A network can be an effective dissemination and technical assistance tool when:

1. inquirers do not seek scientific proof of outcomes but want to see and hear for themselves examples of practice that is sustained because of self-evident success;
2. the "data base" or expertise thus is not research findings or model specifications but "craft knowledge" mainly possessed by and being constantly adapted by skillful practitioners;
3. the data-processing is not a matter of fine selection toward one preferred model but rather of collection of many forms of practice;
4. the communications process thus is not a matter of dissemination or delivery from an official source but of dialogue among many participants (p. 9).

The vitality of exemplary school-business partnerships clearly embodies this conception of networking. The emphasis in Memphis and Salt Lake City on human rather than financial or other material resources recognizes and exploits the powerful effect of networking as a central management design. The function of coordinators strategically placed -- in the central office, in each school and company -- is essentially to build, maintain, strengthen and activate a system of connections among groups and individuals around locally determined purposes and methods.

This was evident throughout Memphis:

o Corporate coordinators often sat through back-to-back two-hour meetings with me simply because they were fascinated by the number of fresh ideas discussed and enjoyed getting to know people in the same role.

o Company and school representatives regularly attend "learning and sharing" sessions to exchange ideas and explore problems.

o Company representatives said that their company joined the program because they had heard good things about it from other companies.

o A group of eight high school principals took a day of vacation not only to explain Adopt-A-School but to exchange views among

themselves.

Thematic ideas expressed by corporate and school people in Memphis fit the concept of networking:

o Emphasis on visiting schools, attending "learn and share" sessions, providing the central office with countless anecdotes of successes rather than seeking more scientific documentation to satisfy requirements of accountability

o Widespread familiarity with program participants whose effectiveness is already part of the informal folklore of Adopt a School -- a body of anecdotes and examples of outstanding practice -- many of them quite moving, about how programs and individuals have significantly touched the lives of students, teachers, principals and company people.

o Explicit appreciation of diversity, recognition that there is no "one best way" of creating and managing an adoption.

One story will suffice:

Mr. Malcolm Levi of Mayer Myers Paper Company, which adopted A.B. Hill, is constantly alert to ways of using the company's resources in the school -- not only regular paper, which is generally scarce in schools, but numerous types of waste paper products: overruns of decorated napkins, reams of bicentennial celebration placemats, shredded computer paper.

Informally he heard about a teacher's problem in controlling a boy who chronically "acted out" by striking other students whenever he was frustrated. Incidents were so frequent that the only apparent solution was to isolate this youngster. However, permanent isolation would defeat the educational purpose of teaching the boy how to handle

mild stress and function socially and academically with children and adults.

After consulting with the teacher, Mr. Levi made a deal with the boy and his classmates. He filled a plastic liner for a 55-gallon-drum with shredded paper and hung it from the ceiling beside the boy's seat. Whenever the boy felt frustrated, he could get up and beat hell out of the bag as much as he wanted to, while the others continued their activities; everyone would understand the reason for the minor disturbance and would think of it as if he had merely left class to go to the bathroom.

The boy has not struck anyone since then.

Systematic Management

The NSVP partnership management model explains a system whose components are consistently evident in tested, home-grown manuals for organizing and coordinating programs. The 75-page Memphis manual, developed by Adopt-A-School director Barbara Russell, is called The ABC's of Adopt-A-School and has become an effective aid to recruitment of companies as well as a guide for managers. Company executives are impressed not only by the solid documentation of successes but the clear, step-by-step process spelling out roles and responsibilities, expectations and possible pitfalls.

The succinct list of pitfalls illuminates the evaluations of other programs, such as Chicago's Adopt-A-School effort:

1. Poor and inadequate planning so that the program is approached haphazardly.

2. More projects planned than can be reasonably accomplished.

3. Inadequate selling to employees or members.

4. More individual volunteers in the school than can be effectively monitored. Chances of failure for the individual volunteers are greater than for the more easily controlled group projects. Both are important, but the individuals require more careful watching, and, often, more morale-boosting.

5. Lack of real commitment on the part of either adoptor or school.

6. Mid-year slump, particularly for the adoptor coordinators who may begin to feel exhausted or even discouraged.

7. Failure to establish methods of measuring the program's success (p.7).

The Memphis manual also defines the program philosophy, aim and strategy of establishing a "people to people relationship;" explains the range of possible projects, recommends procedures for planning and preparation, and includes forms for community resource assessment and school needs assessment.

Among the adopting companies, Federal Express has developed a manual for corporate volunteers (consultants) to use in exploring eight related business and career topics with high school students in clubs. Its guide for using the manual stresses the theme of Adopt-A-School and of networking; incidentally, it also directly addresses a cause for failure of one of the Chicago high school adoptions:

> This flexible approach highlights the personality and creativity of the Consultant as well as accommodating the ability level of the club. The special rapport that develops between the business-person and the student over the weeks in Adopt-A-School is the greatest strength of the program. The continued relationship is critical. For this reason guest speakers should be briefed on the learning level of the club and the Consultant should be present.

Margaret Hunt, corporate coordinator of the Utah Power and Light Company adoption, emphasizes a lesson now highlighted in the NSVP manual: Do not underestimate the responsibility involved in coordinating an adoption. "The responsibilities and the estimated time involved should be <u>part of the formal job description of the</u>

individual assigned." Moreover, the extent of the commitment should be reviewed periodically so that the program manager does not become over-extended.

It is clear that the principles of systematic management and networking are sufficiently developed in well-run local programs that it is now time to consolidate and disseminate what has been learned on a national level. The strategy should be consistent with the spirit and method of networking that have succeeded in local programs — establishment of people to people connections, "sharing and learning," exchanges of materials.

Some encouraging activity is already evident -- encouraging because it is consistently low-key. The October, 1983 conference of insurance company representatives introducing the kit of guides and resources is one; the publication of the NSVP manual in fall, 1983 is another. Conversely, the thumping failure last year in New York City of a very short-lived attempt to create a highly visible and poorly designed promotional organization called the Committee for Public Private Cooperation was heartening to observers who fear that this potentially valuable source of renewal in public education will soon be invaded by locusts.

In Memphis there was already plenty of evidence that entrepreneurs are eager to exploit the business-schools connection. Barbara Russell is constantly dealing with requests to her office and directly to schools and to companies to allow sales representatives to pitch their wares. A common technique is to approach a school with materials designed, for instance, to motivate black youngsters to achieve academically and follow in the steps of such leaders as Martin

Luther King, Jr. and successful minority business people. There are many "curriculum units" on the market that imitate the message and approach of the PUSH-EXCEL program, which Rev. Jesse Jackson developed in the seventies. These materials and methods are intended to appeal not only to inner city school administrators and teachers but to business people and others who urge higher standards in behavior and responsibilities. Many believe that such standards should be evident in greater attention to homework, discipline, study habits, and mastery of basic academic skills. If anyone in the school expresses interest the sales representative approaches the adopting company to subsidize the costs of materials and training as a way of helping the teachers and students. Some sales people bypass the school and approach the company directly in the hope that if a manager decides to buy the package, the schools will not refuse the contribution. In Memphis, people approaching the schools or companies individually receive a letter from Superintendent Herenton informing them that Mrs. Russell's office is a clearinghouse for inquiries.

The business community has been enthusiastic about the Memphis program and effective programs elsewhere in large part because of evidence that the leaders of the school system have instituted sound management practices. Dr. Herenton, for example, began his administration with a promise to emphasize competence. The school board granted his request to vacate 300 administrative positions, including principalships, to improve the quality and efficiency of administration at all levels. His performance as a manager instilled the confidence necessary for the business community, led by major local corporations -- Kraft, Federal Express, and Shearing Plough -- to risk creating the first adoptions of schools with extremely poor

reputations.

A similar response has occurred in the Boston corporate community, which has demonstrated its confidence in the tough-minded administration of Superintendent Robert Spillane.

The Boston Compact: A Unique Congregation

Boston is building private-public partnerships on a large and unprecedented scale throughout its metropolitan area. Barely a year old, the Compact is already demonstrating that the corporate community and the public education system can strike a bargain to deal with persistent and seemingly intractable problems. The themes are familiar: personal involvement by the top corporate, school system, political and public university leaders; networking and systematic management of efforts to bring about "demonstrable improvements in public schooling."

The Compact was formally announced in September, 1982 by a collection of representatives of Boston's traditionally splintered political, business and educational communities: the mayor, two CEOs of major corporations, the Superintendent of Schools, and the President of the School Committee. They announced a bargain: If the schools would demonstrate measurable gains in student retention, competency in basic skills and placement, the business community would provide priority hiring to graduates of Boston's public schools. As the Compact approaches its first anniversary, 200 companies have pledged nearly 1000 job slots to qualified graduates. The goal is to involve 1000 companies by 1985, which would supply enough jobs to employ all Boston high school graduates who do not pursue higher education. About 3200 students graduate annually from Boston schools; half attend college.

Robert Schwartz, who coordinates the Compact, estimates that there are about 30,000 job openings each year in Boston that 18-24-year-old high school graduates fill. If each company annually sets aside a percentage of these openings for preferential hiring of qualified Boston high school graduates, a significant part of the area's youth unemployment problem would be solved.

A special emphasis of the program is that it is not enough to get in the door: support systems are necessary for retention and mobility within a company. Similarly, public colleges have agreed to provide special support services for entrants from Boston High Schools.

The Compact grew from a leadership crisis. Mr. Jim Darr, director of the Boston Private Industry Council (PIC), believes that 1981 is a critical reference point, when most of the major institutions in the Compact were incapable of participating in a partnership to address youth unemployment:

o The Tri-Lateral Council for Quality Education, a non-profit organization formed in 1974 to build business-university partnerships, was bogged down. Its members were frustrated by its lack of impact and sought a more coherent strategy for dealing with the problems of the school system.

o The Neighborhood Development and Employment Agency (NDEA), Boston's employment and training aagency, faced enormous budget cuts and new leadership.

o Neither the Chamber of Commerce nor the Coordinating Committee (also called The Vault) representing business leaders had been active in programs involving youth or education.

o The PIC, which was formed in 1979, was still in its infancy.

o Most importantly, the Boston Public Schools was in perpetual

disarray: annual turnover of superintendents had resulted in vacant or temporarily-filled senior positions throughout a system that had long been politicized to the point of educational paralysis.

Mr. Darr said, "I don't think that anybody would have predicted any sort of result such as we have now."

Amid this crisis in institutional strength and leadership, several events occurred in close succession:

o The PIC developed and successfully operated a summer jobs program and a career development and placement program for high school seniors, called the Job Collaborative. By 1982 the PIC emerged as an organization capable of dealing practically and successfully with issues of youth employment. The PIC also provided a forum for diverse groups to explore issues.

o The summer jobs program provided the first occasion for collaboration among the PIC, Tri-Lateral Council, NDEA and the School Department to create a program.

o As a result of productive working relationships, major private and public sector leaders began to exchange ideas informally. Paul Grogan, director of NDEA, observed that when the board of the Job Collaborative met, "it was just natural. . . to be kind of expansive and not just to hear a report. . . but to think about what are the implications. . ." Mr. Darr added that "it created some relationships among people and a regularity to their relationships that they would not have otherwise had."

o Federal budget cuts confirmed that Mayor White could not deliver his 1979 promise to insure an available job for every graduating senior, at least using conventional approaches. It was clear that any successful program of youth employment must involve and

take place in the school system. Mr. Grogan said: "You have got to ... work with these kids well in advance of the point at which they are even thinking about a job in order to succeed at getting them a job."

o The Tri-Lateral Council created a new position of President and hired William Spring, who had worked in the Carter White House on the proposed Youth Act of 1980, and redefined its role with the schools. In September, 1981, the Council, composed of corporate and university executives and school administrators, joined in a weekend planning retreat.

Robert Schwartz has described the outcome this way:

> They did not really know what they were about or whether or not the eight years that they had been in the business of partnerships with the Boston high schools had had any impact at all. [They concluded] that the system itself. . . did not have a clear set of goals, [so] there was no way they could know if they had had any effect..

The Council then proposed to Superintendent Spillane to help the schools achieve two goals with a "90/90 formula:" retention of 90 percent of entering high school freshmen through graduation and successful placement of 90 percent of graduating seniors in jobs or further education.

The hiring of Superintendent Spillane was a centrally important event. His first months in office demonstrated a decisive, efficient style that appealed to business leaders. His priorities were improved management and a balanced and controlled budget.

Superintendent Spillane, an outsider, broke with the tradition of insularity — a long-standing lack of interest in collaborating with outside institutions. He began meeting with the Tri-Lateral and Private Industry councils soon after he arrived in Boston. These relationships led to ties with the business community.

Superintendent Spillane realized immediately that the schools faced a dilemma: how to gain support when its traditional constituency no longer exists. The only effective political constituency would have to be the downtown business community and its allies. Networking became deliberate and strategic because Darr, Spring, Grogan and Schwartz had all worked previously with one another and were highly experienced in youth education and employment. Mr. Schwartz explained:

> We had a very high level of personal trust among the key staff people. You could almost have played musical chairs with us.. [We saw] an opportunity collectively to make something happen that we thought made sense. There was never. . . any suspicion or sense of "he made this proposal because it furthers the agenda of the PIC or the Tri-Lateral." You can't legislate that, but if you don't have it to begin with, you really have to focus up front attention on how you build a sense of trust and common purpose.

The Compact developed around collaborators' awareness of mutual leverage around the common aim of improving the quality of high school education in Boston. Yet how could job opportunities be organized as incentives for exerting leverage upon the school system? Exactly what could companies best offer to schools? Mr. Darr said:

> The idea was to find something appropriate [to their business], not to ask [companies] to step outside of what they do ordinarily. Companies can give money, but they can only give so much money to schools. They can come in and teach, but people in companies are not basically teachers, and that is hard to organize. The one thing companies have which kids want, that the kids' parents want, that the kids need, and that the companies already have as a normal part of their business is jobs.

In December 1981, Superintendent Spillane publicly endorsed the "90/90" formula of Tri-Lateral Council goals. This extraordinary commitment grew out of many informal discusssions among members of the Collaborative workgroup. In January, William Edgerly, chairman of the PIC board, supported the idea that the business community could bargain with the school department for results.

The idea of the Compact was still vague. The collaborators needed a "hook" -- some device to make the idea "simple and yet cogent." That device was an explicit bargain struck between the business community and the schools. Darr and Spring, old colleagues, developed the first draft spelling out the terms of the Compact.

The key to the plan was that it was not a deal made in room filled with smoke and businessmen. Rather, the appeal was dramatic: CEOs gathering in a room with Superintendent Spillane himself and actually negotiating something back and forth. More important than agreement was awareness among leaders throughout the traditionally fragmented political, governmental, business, higher education and school communities that this dialogue was real. The outcome was a sense of joint ownership of the emerging agreement.

In April, 1982 Superintendent Spillane hired Robert Schwartz to work on secondary school reform and created a group to design a school-business partnership: the bargain itself. Between April and June, school and business representatives hammered out specific bargaining points and redefined particular mutual interests.

A major question was unresolved: was the goal a large-scale business-school partnership, or was it school reform? The participants decided that the notion of a business-school bargain was such a powerful metaphor that other commitments for school reform would follow.

That decision was the turning point. Details of bargaining points for the Compact took shape by May, when William Edgerly, Superintendent Spillane and the three CEOs who formed the Education Subcommittee of the Vault met to clarify the final terms.

Upon reflection Superintendent Spillane decided that the 90/90

formula was too risky. He preferred an agreement for steady but more gradual annual improvements -- small bites rather than too big a mouthful. The bargain specified 5 percent annual increments for improvement.

The business representatives also had second thoughts. They worried most about job guarantees, the heart of the original concept, for the business community could not possibly guarantee jobs in a sluggish economy. While preferential hiring was more attractive, it too posed difficulties, given affirmative action. The compromise was the concept of "priority" hiring.

At this point the Coordinating Committee wondered how to move from concept to implementation and formally requested a more detailed plan from the Superintendent. Over the summer an expanded workgroup developed a full operational plan.

In September, 1982 the Vault endorsed the plan, and the Compact was formally announced the next day at a major news conference. The Boston School Committee unanimously adopted the Compact several weeks later, and implementation began.

A set of Compact goals embraced an array of partnerships among schools, universities and colleges, cultural and community organizations, large corporations and others:

- o improved student retention
- o increased competency in math and reading
- o more student placements in jobs or higher education.

For its part of the bargain, the business community agreed to four goals during the first year:

1. Pledges to priority hiring from 200 companies,
2. Placement of 400 qualified seniors in jobs after graduation,

3. Expand the Job Collaborative program from three to seven high schools,

4. Expand the Summer Jobs program by one third.

The School Department agreed to use the Compact goals as standards in annually evaluating the performance of high schools and their administrators.

The schools also agreed to involve all high schools in the Job Collaborative by 1986.

The administrative structure and organization to oversee implementation of these partnerships featured:

1. A 30-member Compact Steering Committee,

2. A seven-member Executive Commitee (to meet weekly) of senior staff of key Compact organizations, and

3. Compact-school system workgroups.

The result of these extensive negotiations was a set of interlocking agreements — a business-school partnership involving schools and many external organizations capable of defining and giving impetus to efforts to improve schools. Many factors, some of them simply fortuitous, contributed to the evident success of this collaborative effort. Yet the themes of strong partnerships elsewhere appear repeatedly throughout the case study of the birth of the Boston Compact: active personal involvement of top level corporate people in designing the Compact; networking among the central figures developing the Compact, representing the diverse and fragmented institutions attempting to meet mutual needs; and systematic management, primarily through the PIC.

Toward an Educational Theory of Partnerships

In Democracy and Education, written in 1916, John Dewey comments on the philosophic tension between the "practical" aims and classical (Aristotelian) assumptions of liberal education. His interpretation illuminates some of the contemporary issues of goals, assumptions and methods in school-business partnerships:

> The increased political and economic emancipation of the "masses" has shown itself in education; it has effected the development of a common school system of education, public and free. It has destroyed the idea that learning is properly a monopoly of the few who are predestined by nature to govern social affairs. But the revolution is still incomplete. The idea still prevails that a truly cultural or liberal education cannot have anything in common, directly at least, with industrial affairs, and that the education which is fit for the masses must be a useful or practical education in a sense which opposes useful and practical to nurture of appreciation and libration of thought . . . Certain studies and methods are retained on the supposition that they have the sanction of peculiar liberality, the chief content of the term liberal being uselessness for practical ends (p. 257).

In his collection of lectures delivered sixty years later to the John Dewey Society, Public Education, educational historian Lawrence Cremin stresses that the school is not the sole major educators of youngsters in American society. Rather, the school is one among several educating "agencies" in a "configuration:"

> Each of the major educative agencies performs a mediative role with respect to the others and with respect to society at large...The theory of education is the theory of the relation of various educative interactions and institutions to one another and to the society at large (pp. 23, 24).

Employers, the family, TV and schools are all educative agencies. All use a range of technologies and pedagogical methods for achieving purposes that may be complementary, opposing, parallel or apparently unrelated. The impact of television as a curriculum and pedagogy that directly competes with those predominantly used in schools is

undeniable. Yet as the College Board's Advisory Panel on the Scholastic Aptitude Test Score Decline stressed, the causes of decline in performance of the nation's schools are "inextricably interwoven with each other; any poi[nting to one development or another as if it were the, or even a cause of the decline is invariably misleading." (The College Board, 1977).

Nonetheless, a society tends to rely on certain agencies more than others from time to time, even though they may not be the most effective or powerful. Cremin (1976) maintains that "no easy generalizations — Marxian or otherwise — will suffice" to determine what educative agencies will decide issuess of social stability, reform and resistance to reform. Today, business and industry are becoming more powerful agencies determining educational goals and methods. Perhaps, as the Council for Basic Education suggests, that is mainly because these are hard times.

Educators in schools have long known that some approaches to teaching children and youth are more effective -- for some young people at some times -- than others. Coleman (1979) believes that the central task of anyone expressly concerned with educating, and with managing education, must be to separate the various functions of experiential learning, information assimilation, and types of symbolic media. Adopt-A-School programs which feature a great variety of approaches to teaching and learning -- work-study (experiential), career exploration (information assimilation) and exposure to role models (symbolic media) -- offer ample resources of curricula and pedagogies. However, the educational community is still at the early stage of exploring the resources — discovering what possibilities exist.

Schools and the communities that they serve will succeed in accomplishing their educational aims when there is mutual support among the values and pedagogies of the several component institutions or agencies in the configuration of agencies that includes the school. This is the explanation for "what we have traditionally thought of as the extraordinary influence of the nineteenth century common school (especially in small-town America west of the Alleghenies, where it reached a kind of apotheosis)" (p. 36). The influence "derived not so much from the common school per se as from a configuration of education of which the common school was only one element." This configuration included the white Protestant family, the white Protestant church, and the white Protestant Sunday school as well as the common school.

Today's configurations are much more extensive and complex. The schools and school systems today are rarely able to exert leadership in their communities, especially in urban setting where they are viewed with little confidence, because there are so many different sets of values and pedagogies operating. The alarming national reports about the state of public education and the trend toward school-business partnerships suggest that despite the power and effectiveness of other "educative agencies" in America, it is still true that "the school remains the principal lever for the creation and development of the good society" (Cremin, 1976).

School-business partnerships -- especially Adopt-A-School -- are attempts to create new "compacts" in local communities. I believe that they are most effective when they recognize the importance of decision making on the local level, providing access to and involving everyone who has -- or may have -- a stake in the outcome. This is why the

Memphis program works. Folks in Memphis have painfully realized since the early seventies that public education is political. The only way to improve its quality is to approach it politically -- that is, by involving people at all levels in re-negotiating the bargains that determine the shape and function of their basic social institutions.

Mr. Darr is probably correct that the most valuable contribution that Boston corporations can make to schools is jobs. But Mr. Moore, the Exxon executive in Memphis, is also correct: the most valuable contribution is one's own time.

EMPLOYMENT POLICY IMPLICATIONS

Some school-business partnerships are designed to improve and increase the occupational training, general employability and employment of youth, particularly poor and minority youth. Such programs help break down traditional barriers between school and work. They expand youths' career options in three major ways:

1. They bring them into direct contact with people from their background who have succeeded in the private business sector, in professions and in related adult responsibilities and roles in non-profit organizations. These people act as role models, mentors, advisors, teachers and potential employers, who may hire or recommend young people whom they have observed and encouraged.

2. They increase youths' awareness of varied paths to lasting employment and advancement within corporations. They acquaint them with requirements for employment, special skills, corporate expectations about attitudes and behavior.

3. They extend access to opportunities for employment, further education and training by regular and sustained exposure to people who can and become willing personally to help them clarify and

strengthen the connections between school and work.

Public school and corporate employees at all levels have successfully collaborated around activities that build upon the themes of work-study, cooperative education and exemplary vocational education and career exploration programs. For example:

o Classes conducted on company sites, often instructed by company employees, and emphasizing skills needed in occupations where local employment is available for qualified, non-college-bound high school graduates.

o Planning and creation of special high school programs intended to prepare youth for employment in occupations that are expanding or in which minorities and/or women are seriously underrepresented.

o Joint improvement of curriculum and instruction, including access toequipment and expertise that the public schools cannot afford to purchase or maintain.

o Business sponsorship of internships for teachers who seek first-hand exposure to specific technical fields, to the private business sector generally or to specific kinds of companies which hire local youth.

Collaboration Goals Should Be Primary

Memphis stressed school-business relationships exclusively. Mr. Arthur Seessel, Jr. has been repeatedly outspoken, even messianic in his plea to companies and schools not to distort the vision of the

program by settling for impersonal goals and objectives. My investigation of the Memphis Adopt-A-School Program therefore focused upon the quality and extent of relationships formed over a four-year period throughout the educational and business communities -- their priority -- rather than youth employment issues.

Without question, active involvement at all levels of both communities has resulted in enthusiastic engagement of business in the affairs of local schools and increased public understanding and support of the Memphis public schools. The overwhelming passage in November, 1982 in Memphis of the sales tax hike was consistently attributed to the influence of the business community resulting in large part from Adopt-A-School.

It has never been a stated goal of the Memphis Adopt-A-School program to increase opportunities for employment of youth in school or of high school graduates. Although a few companies, notably Sears, have provided employment for youth from their adopted schools, the numbers of youngsters employed have been small. These youngsters are required to meet the performance of regular employees, and school principals emphasized that they recommended youth who were most likely to succeed and take full advantage of the company's offer. Despite a lack of direct emphasis on employment and employability, company and school system representatives consistently remarked upon employees' influence on career aspirations of young people. They frequently mentioned:

o tutoring high school students who had not passed the state competency examination for a diploma rather than a certificate upon graduation -- a major credential for employment.

o minority and female corporate role models whose suggestions,

recommendations, warnings and pep talks included almost exactly the same content as what teachers and parents had been saying throughout youngsters' schooling -- yet suddenly the students paid attention and changed their behavior.

o company employees who often remarked that if only such a program had existed when they had gone to public school, their decisions about higher education, training and careers would have been easier.

Company representatives stated that appeals to individual employees to become involved in school programs would not succeed if they invoked abstract arguments about the importance of a competent future labor force, the debilitating effects of minority youth unemployment, the economic viability of the city and other rationales for business involvement -- valid though they may be -- because they will not kindle employees' contributions of personal time and energy.

The challenge to help address "high youth unemployment" is unexciting to the average employee, even someone who happens to know several unemployed youths. They might reasonably point out that there are sound reasons why many of those youths are unemployed -- reasons such as functional illiteracy, negative attitudes, unreliability and lack of job skills. Such reactions reflect the same level of abstraction as the challenge itself -- and may be based on a number of deep-seated pre-conceptions rather than realities, just as perceptions about the quality of the public schools is typically based upon inaccurate impressions. But <u>personal involvement</u> with an individual youth from a low-income family who wants to buckle down in his senior year to solve the math problems on the state competency exam so that he can compete for an entry level job and needs two hours of specific

help and general encouragement each week -- that can be enormously gratifying.

Who can predict the long-term career implications of teaching children through direct experience what mental health is, how a community-based mental health center operates and what services it provides in a field where occupations are likely to expand steadily?

Tennessee's Jobs For High School Graduates program, a job placement program based on a model begun in Delaware, serves high school graduates who are least likely to obtain entry level jobs. In Memphis the program relies heavily upon company-school adoptions for information about employment opportunities as well as for jobs. While employment for graduates may be a worthwhile social goal, the program is viewed as ancillary and its mission as relatively minor compared to improving the health and support of the public school system as a whole. The Jobs for High School Graduates program is considered an attempt to deal immediately with a short-range symptom. Adopt-A-School is seen as a means of addressing a major underlying cause of a problem. Everyone I interviewed throughout the Memphis school and business communities agreed that if school-business partnerships had focused on a narrow goal of employment, not even the Jobs for High School Graduates would have made much headway. Its modest successes depend largely upon relationships already established between school and business people at the school building level. Finally, representatives from the school system and from companies agreed that if youth employment were to become a major priority for the Memphis community -- and it could -- the success of a program would undoubtedly be traced to the Adopt-A-School effort.

The Boston Compact is founded upon preferential employment of high school graduates as the central bargaining chip for system-wide school-business collaboration. At first glance Boston would seem to contradict the Memphis lesson. However, it reinforces it. The primary goal in Boston has been collaboration. Joint efforts have been fashioned around creation of a common mission involving the metropolitan business, education and political leaders. Youth unemployment and the need to direct attention to educational goals and school improvement provided a focus for the collaboration.

Robert Schwartz emphasizes the importance of the effective mix of catalysts involved in helping the major actors collaborate effectively -- a group of people who were experienced in the development and management of youth programs and education, and who had established strong working relationships in the past.

New York City's Join-A-School is incoherent. To date the program has displayed no apparent goals that are consistently understood and shared among business and school leaders city-wide. The early meetings of school system and business officials served to revise drastically the notion promoted by Chancellor Macchiarola and Joseph Califano, but while the group agreed what Join-A-School definitely was not, they arrived at no clear agreement about what it should be or in fact had become.

Chancellor Alvarado's apparent intention to emphasize basic skills remains to be tested. If the school system succeeds in attracting companies to "join" schools it will either have to build upon existing positive relationships, such as those established in the Cooperative Education program, or will have to create new bonds,

perhaps by capitalizing on the commitment of William Woodside and others. In any case, the theme of "basic skills" is not in itself nearly sufficient to generate city-wide excitement. As a device to indicate that the new chancellor is committed to improving academic achievement at all levels it may serve as a useful theme to package a "new and improved" Join-A-School program.

Chicago's Adopt-A-School depends on existing networks. Chicago United, long-standing model programs such as Ogilvy and Mather's, solid partnerships such as the one that has developed over many years between Dr. Martin Luther King High School and Motorola, and innovative approaches to career education such as the Hyde Park Career Academy (which is creating "adopt-a-department" programs with companies) provide substance and stature to a program which is too often viewed skeptically -- both within Chicago and outside -- as a means of enhancing the image of Superintendent Ruth Love.

Interviews in Oakland, where Ruth Love launched Adopt-A-School, suggested a similar emphasis on the image of the superintendent rather than on the quality and integrity of the program itself; people speak fairly candidly now that she has departed. Was Oakland's program intended primarily as a monument to Dr. Love? Or is Dr. Love's style an aggressive one, of advocating systemwide change by putting her personal priority stamp on projects so that they will not become lost in a bureaucratic shuffle?

Highly visible leaders of large systems and organizations are inevitably subject to numerous generalizations about their motives and personal qualities. Such assessments of the program and the superintendent may be summarized as objections to a priority on

numbers and national visibility to take credit for a spreading phenomenon rather than attention to quality and mutual assistance. Chicago is currently proposing to host a national conference on business-school partnerships, with the local program as the centerpiece, in competition or in place of a conference that Memphis has been quietly planning for some time. Chicago officials have suggested as a compromise that if Memphis does host a national conference that Dr. Love be the keynote speaker.

The fundamental issue involved is whether excitement around genuine collaboration is occurring and is systematically encouraged. Superintendents of urban school systems, especially large ones, can rarely if ever fine-tune the implementation of their priorities. In Chicago, such organizations as Chicago United and the Executive Service Corps complement the efforts of the school system. Still a problem is evident in the emphasis on numbers of adoptions. The formal evaluation skirts the issue by qualifying almost all activities involving companies as adoptive relationships. They may range from minor routine activities such as a tour of the plant to Ogilvy and Mather's long-running "adoption." Some of the more superficial "adoptions" of elementary schools will probably disappear or pay lip service to the superintendent's agenda. When adoptions visibly fail, as the high school career exploration "adoptions" did, it will probably be because the business and school representatives do not consider it worth the trouble to avoid temporary embarrassment. As a cynical company representative stated, for high schools particularly, career emphasis seems an easy and natural basis for an adoption. All that is required is a brief meeting, and the company can get by with no more than perhaps a speaker for an assembly, a standard tour,

perhaps a slide presentation, maybe a prize for an outstanding graduating senior, and host the choir in the company cafeteria at Christmas. That will suffice to earn a plaque from the central office and credible publicity as a socially responsible corporation.

It takes little probing to encounter such criticism in Chicago, though observers are equally quick to point out impressive success stories. The concern is for the long run -- will Adopt-A-School fail to realize its potential worth because of the rush to match Dallas? It is unlikely that the Chicago Adopt-A-School strategy of rapid expansion will generate substantial advances in youth employment. Several excellent models already exist and offer a solid foundation of experience for replication.

Salt Lake City extends its tradition of community-school involvement. Margaret Hunt, educational coordinator at Utah Light and Power Company, stresses the close relationship between Mrs. Barry, the central office program coordinator, and each corporate coordinator. Networking and attention to systematic management reinforce methods of sustaining success in individual programs.

Youth employment is not an emphasis in the program, though as in Memphis it is possible for selected youngsters to obtain part-time and summer employment, and for company employees to develop career education activities with teachers and school administrators. But these activities are not based upon a programmatic commmitment to career education and youth employment goals. Mrs. Barry is convinced that the way to develop and maintain effective school-based efforts to address youth employment is to concentrate upon effective matching of volunteers and school projects and upon retention of effective

volunteers in the schools. If youth employment is a need that the school community identifies as a priority, then collaborative planning to link school and company resources to meet the need will develop systematically. If in a well-managed program the school and the company representatives conclude that they cannot mutually address the need at the moment, a process is available to mobilize resources at a more appropriate time.

Applying Recent Lessons

All of this does not necessarily suggest that collaboration for its own sake should be the focus of employment policy aimed at government-funded efforts intended to encourage public-private cooperation. It does suggest that incentives and regulations in legislation should be designed to foster public-private partnerships without constraints imposed by strong initial requirements for training, education and placement. The key factors in success of a partnership program -- personal involvement at all levels, networking and systematic planning and management -- should be explicitly encouraged. Policy statements can acknowledge that the central intention of funding is to create conditions whereby good programs can be developed and managed well. Policy can acknowledge that initial emphasis upon achieving specific employment goals and objectives such as numbers of placements might be counterproductive in some localities -- especially where promising school-business relationships are just beginning.

Among the lessons learned from the Youth Employment and Demonstration Projects Act (YEDPA) were:

o Youth employment programs must be designed around developmental concepts of employability.

o Collaboration between unlikely partners such as the employment and training officials and school officials is feasible when task-oriented negotiation is required in order to obtain funds needed by both parties.

o Many young people require support services in order to progress steadily toward employability.

o Work experience programs that emphasize learning can teach and reinforce essential job-related academic skills and can motivate youth to master such skills in typical classroom settings.

Major lessons derived from my review with Schilit of school-business partnerships around the country confirm that:

o Effective and durable programs start small and expand gradually, if at all -- only after the bugs have been worked out.

o Local chambers of commerce and othe business associations effectively mobilize city-wide resources in collaboration with school system leaders whom they trust. Private Industry Councils, for instance, have provided staff to support and coordinate program planning and implementation.

o Employers must be involved in identifying specific aptitudes and skills to match youth to jobs or training. Careful screening is prerequisite to most programs that are successful for schools and companies (Schilit and Lacey, 1982).

Finally, the six elements identified by the National Commission for Employment Policy that characterized successful public-private partnerships are thematically consistent with these lessons. The following points are especially noteworthy:

o Strong commitment from all organizations, particularly employers, is necessary.

o Training staff must be competent, qualified and dedicated.

o Strong leadership from the key actors involved in the initiation and implementation of the project is required.

If there is one common lesson throughout the insights gained through school-business partnerships it is that the same kind of care and thought and effort must be devoted to the relationship that would be required of a genuine adoption or marriage or business partnership. The process requires time, it requires knowledge, it requires top level commitment, it requires systematic management by people who can operate well in both worlds. Successful public-private employment and training efforts are most likely to grow out of well-designed partnerships characterized by committed, competent participants, both paid and volunteer, who feel that they are part of a family.

A genuine collaboration that feels like "family" cannot be "legislated." It comes about as a result of a partly fortuitous, partly designed set of circumstances and commitments of people -- the right time, the right place, they too are important. Dr. Herenton was clearly the right person for a crucially important job at a critical juncture in the history of Memphis. Chancellor Alvarado's successes in East Harlem notwithstanding, one cannot predict that he is the right person, or that the times in New York City are right for Join-A-School to succeed over time. Whatever the place, time, or people involved, we know enough about the fundamental elements for success to do more than merely keep our fingers crossed.

DIRECTIONS FOR FURTHER STUDY AND INITIATIVES

I recommend five priorities for further investigation of school-business partnerships.

1. Additional studies of the processes involved in the development of successful and of some unsuccessful partnership efforts would provide needed insight into broad political, economic and social factors that planners and public policymakers should take into account. The dramatic differences among Boston, Salt Lake City, Memphis, Chicago and New York City illustrate the need for policy making to recognize that program development will occur in distinctively different ways according to conditions at the individual school level.

2. Business-school partnerships are sufficiently new that it is possible to track some of them over a period of years and address the question that concerns many school officials -- namely, whether interest in these partnerships will sharply decline in a few years. Given evidence that some partnerships are in excellent health after a decade, it would be important to focus on what elements appear to contribute to longevity.

3. The school-business programs that include various types of career education, work-study, and other employment-related curricula deserve more intensive analysis than they have received. If educators intend to invite the business community to participate in the teaching process to any substantial degree, decision makers ought to understand more about what students are learning and pedagogical approaches to

helping them learn efficiently. The extensive evaluations of such programs as Experience-Based Career Education and a range of vocational and experiential education programs conducted over the past couple of decades should not gather dust. There is a major contribution to be made in translating into practical educational terms the excellent research available in such places as Ohio State University and the University of Minnesota, the Northwest Educational Laboratory, and some ethnographic research on the nature of learning in the workplace.

4. Recent prescriptive reports about public education by such groups as the President's Commission on Excellence in Education, the Twentieth Century Fund have strongly recommended the development of business-school partnerships to help improve the quality of schooling. In July, Owen Butler, chairman of the Committee on Economic Development, stressed that the business sector ought to do something to help teachers — an important departure from the conventional cry that something ought to be done <u>about</u> teachers. It is time right now to expand and enrich Mr. Butler's theme by exploring the many possibilities of what can be done to help teachers, particularly in addressing the needs of youngsters who typically fail in school and in the labor force.

5. The general concept of school-business partnerships is sufficiently visible that national conferences and clearinghouses are around the corner. What is needed is networking for technical assistance in helping embryonic partnerships develop and maintain momentum and in repairing partnerships which have begun to falter.

Modest funding to permit released time and travel for respected successful practitioners such as Mrs. Russell and Mrs. Barry, and for members of Private Industry Councils and similar coordinating organizations to respond to specific requests for guidance could be productive.

A Final Concern

What can -- what should -- the corporate community do to respond to the needs of those marginal youngsters whose numbers have increased enormously in recent years -- at least 45 percent of youth drop out of high school in New York City alone! Memphis principals I spoke with are typical in recommending their "better" (motivated and well-behaved as well as needy) students for summer jobs.

In New York City, co-op programs and the youth employment efforts sponsored by the New York City Partnership are geared to economically disadvantaged youth who are likely to succeed in school.

Alternative schools and community-based organizations that operate educational programs represent a major resource for adolescents who need support services, who have not succeeded in traditional school settings, and who have posed dilemmas for policy makers and youth program practitioners for the past two decades.

Perhaps any governmental funding of incentives for partnerships should require that alternative programs be represented within any planning group or organization receiving funds. Perhaps some experiments could focus upon school-corporation partnerships involving alternative schools within and outside public school systems that primarily serve youth at risk.

The Ford Foundation's City High School Recognition Program

provided an insight into the many ways that comprehensive urban high schools that serve large numbers of low-income students have significantly improved over the past decade. As a school site visitor/consultant to that program for two years, I found along with some 20 colleagues that urban public high schools are not nearly as bad as the public perceives them to be. The Memphis Adopt-A-School program was based on the same hunch as the Foundation's $3 million effort -- the intuition that by and large, anyone taking a first-hand look at these chools would be pleasantly surprised. That is, students are diligent and well-behaved, the environment is pleasant and orderly, teachers are teaching and students are learning.

Therefore it is not surprising that in Memphis and elsewhere a number of corporations have found their experience with school-business partnerships to be rewarding. For the most part, it is stimulating and productive to work with these students and their teachers.

Nonetheless, there are large numbers of students who are not succeeding, who are leaving school early -- those young people "at risk" who are rarely the focus of school-business partnerships because they are either on the fringes of the schools or outside them entirely. These young people pose the challenge that it is too easy to ignore in favor of the successes in the mainstream.

It is not -- as Timpane noted -- at all clear that corporate leaders see any need or justification for addressing the problems of such youth. That is of course their prerogative. Yet the fact remains that very unacceptably large numbers of these youth are not being at all adequately served by the schools. What can the corporate community do to help the public sector respond?

Given the interest among executives at Federal Express, Plough, Exxon and other Memphis corporations in "adopting" schools with unenviable reputations, perhaps that reasoning could be taken a step further. I suggest that the successful experience of teh Memphis Adopt-A-School program offers a process model. The basic elements are clear: personal involvement and commitment, networking and systematic management. If school-business partnerships turn out to be as effective as their strongest advocates say, then a priority should be to use them to deal with the most intractable problems in the public school system as well as to build upon the strengths of the public schools that are very evident to anyone who takes the opportunity to experience them first hand.

APPENDIX

Interviews

Memphis:

W.W. Herenton	Superintendent, Memphis City Schools
Barbara Russell	Program director, Memphis Adopt-A-School
Rose Bauer	Assistant to Mrs. Russell
Arthur N. Seessel, Jr.	Chairman, Seessel supermarkets
Charles J. Patterson, Jr.	Director of Public Information, Race Relations
Linda Sklar	Coordinator, school marketing project
Harold McRae	Principal, Westwood High
Ruby Rollins	Guidance Counselor, Havenview Jr. High
Luther Burns	Principal, Fairview Jr. High
Don Coffey	Principal, White Station Jr.-Sr
Alfred Motlow	Principal, Mitchell High
Carolyn Pittman	Principal, Sherwood Elementary
Bill Taylor	Principal, Kingsbury High
Rick Stevens	Target Stores
Jim Cooper	Browning-Ferris Industries
Mark Matheny	North Memphis Coalition
Paul Leitch	Diesel Recon
Joni Johnson	Graceland Corporation
Steve Purnell	Coca Cola
Frank Sherman	Malone & Hyde stores
Jo Ann Bowman	"
Cathy Mack	"
Maynard Burrows	RONCO Foods
Shirley Burford	South Central Bell
Sonia Walker	WHBQ-TV
Frank Maguire	formerly with Federal Express
Lisa Daniel	Federal Express
Robert L. Saunders	Dean, Memphis State University College of Education
Jim Moore	Exxon, USA
Wayne Pyeatt	Former president, Memphis Rotary Club
Jim Martin	First Tennessee Bank
Barbara McBride	American Contract Bridge League
Rick Estep	Catherine's Stout Shoppe
Olin Morris	WREG-TV
Denise Sims	WREG-TV
Sally Werst	U.S. Army Corps of Engineers
Carol Franklin	Temple Israel Sisterhood
Greek Gates	National Bank of Commerce
Dick Fisher	Dunavant Enterprises
George Roberts	Ionruss Company
Bill Sims	Methodist Hospitals
Malcolm Levi	Mayer Myers Paper Company
Lucille Stock	Cleo Wrap
Dick Strub	Schering Plough Consumer Operations
Dr. Leon Lebovitz	Southeast Mental Health Center
Vivian Douglass	"
Billy Coats	Shoney's South
Jane Himes	Buckman Labs
Marcia Anthony	Mid-South Beverages

Ira Lipman	Guardsmark, Inc.
Gordon Wilson	"
Ken Murrell	Aetna Life & Casualty
Rose Summers	"
Marion Reynolds	Methodist Hospital
Arlene Lebovitz	National Council of Jewish Wome
Peggy Drinkard	Junior League of Memphis
Martha Barnes	"
Lyn Bailey	"
Bert Prosterman	President, Memphis school board

Others (partial list):

Eve Katz	American Council of Life Insurance
Wayne Walker	St. Louis Public Schools
Andrew Grant	New York City Public Schools
Terry Clark	"
Kenneth Tewel	"
Kathleen Lane	"
Renee Sherline	"
Peter Goldberg	American Can Company
Joseph Lee	Chicago Public Schools
Marcia Cooper	Ogilvy & Mather
Patricia Morgan	Chicago United
Gene Barry	Salt Lake City Schools
Daniel Merenda	National School Volunteer Program
Margaret Hunt	Utah Power and Light Co.
Jacqueline Danzberger	Institute for Educational Leadership, Wash.,D.C.
Robert Schwartz	University of Massachusetts

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